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ABSTRACT

This document presents a qualitative research study and an annotated bibliography on the characteristics of superlative teachers. For "A Qualitative Study of Excellence in Teaching," Herbert Van Schaack selected and observed nine elementary and secondary school teachers and three college and university professors. The elementary and secondary school teachers were finalists or winners of National Teacher of the Year competitions, while the college professors were recipients of distinguished teaching awards at their respective institutions. The impressions gained from class observations and interviews with the teachers, their supervisors, colleagues, and students are recorded for each teacher in the form of a brief descriptive portrait. The teachers' attitudes were surveyed for perceptions of self, others, and teaching. In addition, analysis of the results of two behavioral tests are discussed, and the teachers' responses to questions about their careers, influential teachers, and major career obstacles are presented. Ten dimensions or characteristics held in common by the teachers are described, and the teachers' attitudes toward and suggestions for teacher education programs are listed. A synthesis of the study is offered, and nine references and the test instruments are appended. "The Search for Excellence in Teaching: An Annotated Bibliography" was compiled by I. David Glick from an initial collection of 1,300 articles. The 29 selected documents include journal articles, books, and papers written since 1971. The subjects range from first person accounts of memorable teachers to research studies and opinion pieces. A discussion of issues in effective teaching concludes the bibliography. (FG)

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A Qualitative Study of Excellence in Teaching

by Herbert Van Schaack and I. David Glick

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A QUALITATIVE STUDY OF EXCELLENCE IN TEACHING

by Herbert Van Schaack

State University of New York at Oswego

and

THE SEARCH FOR EXCELLENCE IN TEACHING: AN ANNOTATED BIBLIOGRAPHY

by I. David Glick

State University of New York at Oswego

ERIC Clearinghouse on Teacher Education
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FOREWORD

Last August, U.S. Secretary of Education Terrel H. Bell appointed a National Commission on Excellence in Education, which embarked in October on an 18-month investigation of an amorphous, elusive concept--excellence. According to the commission's executive director, Milton Goldberg, of the National Institute of Education, teacher education and excellence in teaching will be major topics under consideration.

The ERIC Clearinghouse on Teacher Education also is interested in the pursuit of excellence in teaching and the implications for teacher education. To further that search, the Clearinghouse has published this information analysis product--a qualitative research study of 12 superlative teachers and an annotated bibliography culled from more than 1,300 articles about effective teaching. The authors, Dr. Herbert Van Schaack, professor of psychology, and Dr. I. David Glick, vice president of student services, State University of New York at Oswego, were looking for patterns of personal traits that seem to characterize excellent teachers regardless of the ages of their students or the geographical location of their work. The findings indicate--again--that excellent teachers are caring, creative, enthusiastic, intellectually curious people who have positive attitudes toward themselves and their students.

The Clearinghouse acknowledges with appreciation the contributions of the authors and the three content reviewers. The comments of the latter were valuable in revising the final manuscript.

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SHARON GIVENS
Editor, ERIC Clearinghouse
on Teacher Education

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With deep gratitude, I would like to acknowledge those 12 superlative teachers who made this study possible; their artistry in the classroom is a joy to behold.

Herbert Van Schaack

I wish to express my sincere appreciation to Mrs. Josephine Price for her invaluable assistance with the typing and proofreading of this manuscript. I also wish to extend my sincere gratitude to my research assistant, Mr. Robert M. Glick, who spent hundreds of hours researching materials for this bibliography. Without the conscientious work of these two individuals, this project would not have been carried out with the same degree of speed, accuracy, and comprehensiveness.

I. David Glick

A QUALITATIVE STUDY OF EXCELLENCE IN TEACHING

by Herbert Van Schaack

The teacher is the most important component of a successful classroom experience. As Coleman concluded in his classic study, teacher characteristics account for a "higher proportion of variation in student achievement than did all other aspects of the school combined, excluding the student body characteristics" (1966, p. 316). Today, the teacher's role is even more crucial. Schools face mounting problems generated by students from broken homes, influences from television, pressures from citizen groups, and budget restrictions.

Meeting these challenges calls for superlative teachers, but who is the superlative teacher? How does such a teacher feel, think, and act? Is there a predictable pattern that describes outstanding teachers at all educational levels? Are there any common threads of personality, philosophy, and/or style that weave through their teaching excellence? What is the essence of superlative teaching? Can this essence be developed in those who would teach?

As the Annotated Bibliography indicates, recent research offers tantalizing but fragmentary answers to these basic questions. Perhaps the reason for the dearth of research answers is that the researcher too often attempts to measure objectively what is a creative genius at work. It is no more ludicrous to say that one can analyze completely the creative genius of Picasso by counting the number of brush strokes and the square inches of canvas and analyzing the chemicals in the paint, than it would be to capture completely the creative artistry of the superlative teacher by only measuring behavioral characteristics such as movement, gestures, variation in voice, and eye contact. Distressingly, such an approach happens too often in research on teaching excellence. It is safer to offer objective evidence concerning the peripheries of the process than to attempt to find broader answers to the most basic questions.

The elusive essence of the superlative teacher can be researched, I believe, by focusing on gifted teachers who are acknowledged by their students, peers, and other professionals as being at the top of their profession. Sharing these rare individuals' worlds for even a brief time offers far more opportunity for insight than idle speculation or counting head nods, smiles, and grimaces. For this report, my primary task was to search out superlative teachers, enter their worlds, observe what they do, and analyze their influence upon others.

Such an approach may not be scientifically rigorous enough for some researchers. Yet, as Maslow pointed out in his study on self-actualization,

> If we were to wait for conventionally reliable data, we should have to wait forever. It seems that the only manly thing to do is not to fear mistakes, to plunge in, to do the best that one can, hoping to learn enough from blunders to correct them eventually. At present the only alternative is simply to refuse to work with the problem. (1970, p. 149)

With Maslow's observation in mind, I set upon my quest to study excellence in teaching. To see if there are certain characteristics shared by superlative teachers at all levels, I chose to study elementary, high school, and college teachers from different places in the United States.

The Selection Process

Having decided to observe excellent teachers, my primary concern was to ensure that my study would include only teachers who were recognized as being at the top of their profession. Skeptics are bound to ask, "How can you be certain that the teachers you study are truly superlative? Any choice you make is bound to be subjective." The 12 teachers chosen for this study, I believe, will stand the test of critical scrutiny.

Elementary and Secondary Teachers

The study includes nine elementary and secondary teachers who were finalists from the last seven years of the National Teacher of the Year competition. The search for the National Teacher is conducted by the Council of Chief State School Officers, in conjunction with Encyclopaedia Britannica Company, and, for the past two years, Good Housekeeping magazine. (Before 1980, the Ladies Home Journal served as a sponsor.)

Each year, chief state school officers (CSSOs) are invited to nominate state candidates for the national award. Criteria for nominations include professional education; successful teaching experience; personal qualities such as skill in human relations, intellectual ability, emotional maturity, and good health; active citizenship and helping to make children better citizens; love of children; and broad cultural interests. Emphasis is placed on classroom teaching rather than administrative responsibilities.

The states have been free to establish their particular selection processes. Many CSSOs have developed statewide committees, others work through local superintendents, and several through state education associations. In some states, more than 50 teachers are nominated and evaluated each year to select a State Teacher of the Year. This designee receives recognitions and honors within the state similar to those given to the National Teacher of the Year.

Each state forwards its nomination to Washington, D.C., for consideration by the National Selection Committee. This committee, which serves anonymously and without pay, includes representatives from professional educational organizations, lay groups, and universities.

The committee screens the loose-leaf binder that each state submits in

support of its nominee. These binders include 100 pages of documentation organized into key sections: biographical sketch, philosophy of teaching, professional development, and educational and civic services. The initial screening by the selection committee narrows the field of state nominees to four finalists.

Each finalist for the past eight years has been visited by Mary Susan Miller, a writer from Good Housekeeping magazine, who interviews the teacher, observes his or her work in the classroom, and consults others acquainted with the teacher's work. (Miller taught for 11 years, was a counselor and guidance director, and served as principal for six years. Also, she has published five books on education and written 40 articles.) Miller's verbal and written reports of the four finalists are presented to the committee for review and selection of the national winner.

Having observed the final selection meeting for the 1978 award and traveling 14,000 miles to visit five winners (1975, '77, '78, '79, '81) and four finalists, I am convinced that those included in this study are superlative teachers. They also represent a cross section of educational levels, disciplines, and geographical locations. Each of these teachers has survived rigorous scrutiny at the state and national level in competition with more than a thousand other teachers. Further, although I had visions that during a visit someone would say, "You're visiting the National Teacher of the Year? That teacher is the worst one I have ever seen!", I never heard such words. Everyone I met was supportive of the teachers whom I was studying.

College and University Teachers

The selection of three superlative teachers in higher education was more difficult for the following reasons:

1. Unlike elementary and secondary teachers, until 1981 no organization had honored a national "Professor of the Year." (In 1981, the Council for Advancement and Support of Education inaugurated its "Professor of the Year" program.)
2. Logistically, because professors spend limited time in classrooms, to make significant observations would involve more than the two days allotted to other teachers. As my entire study was personally financed, lengthy visits would have been unfeasible financially.

Although they are near Oswego, New York, the professors selected are from decidedly different disciplines, and they have been well-honored for their teaching by colleagues, students, and organizations outside their institutions. They are--

Dr. James Maas, psychology professor, Cornell University, Clark Award for Distinguished Teaching at Cornell, recipient of the prestigious Distinguished Teaching Award bestowed by the American Psychological Association.

Mrs. Rosemary Nesbitt, professor of theatre, and Dr. Augustine Silveira, professor of chemistry, State University of New York at Oswego, both having been honored as Distinguished Teaching Professors by the State University of New York. This rank is a distinct honor as only 40 out of 14,000 faculty in the state university system have achieved this title after an extensive screening procedure.

Analysis of Teachers

All 12 teachers were most willing to cooperate with this study. Each showed a keen interest in the study and wondered what the other teachers were like. Graciousness and warm hospitality were hallmarks of my visitations.

During each elementary and secondary school visitation, I took notes on the teacher's approach, photographed representative teacher-student interactions, completed the two standardized observational scales, tape-recorded interviews with the teacher, colleagues, and students, and administered an attitudinal scale. In the evening I pored over supportive letters and other materials included in the scrapbook that had been submitted to the National Selection Committee.

In addition to visiting several of each professor's classes during the course of a semester, I held conferences and interviewed the distinguished college teachers, their students and former students, and their colleagues. For the two professors from Oswego, I also had access to the records compiled for the distinguished teaching awards.

On the surface it could be argued that the visitations were too brief to warrant any firm conclusions. However, by compressing observations into short, intensive periods, I became deeply immersed in the world of the superlative teacher.

Observations and Interviews

Impressions recorded here of my observations and interviews represent but a fraction of the extensive material that I collected in written accounts of my visitations and hours of recorded interviews. These vignettes are offered to provide some insights into the characteristics that make these teachers outstanding. Many similarities emerge among these teachers, although they vary by geographical locations, educational levels, and subjects taught.

In alphabetical order, the following are brief portraits of the 12 teachers who opened their classrooms for this study.

Mrs. Elaine Barbour, Sixth Grade Teacher, Coal Creek Elementary School, Montrose, Colorado, 1978 National Teacher of the Year. After 20 years of teaching in Montrose, Colorado, Elaine Barbour requested a transfer to Coal Creek Elementary School--a dilapidated, three-room, yellow brick building, 15 miles from town, slated for closure. Barbour knew that there would be no local school if Coal Creek closed, and she sought the professional challenge of trying to revitalize this school.

Barbour cajoled donations from many sources, labored with parents and community and business leaders to transform the rundown building into a sparkling white and blue-trimmed gem set among the rolling Colorado foothills.

As a vivid testimonial to Barbour's philosophy that students learn by doing things, not just reading about them, the school grounds likewise were transformed: Her "outdoor lab" included a student-built adobe Indian oven, a variety of irrigation systems, a pond to study aquatic life, 1,200 trees planted by students, an 1876 log cabin refurbished by students as a museum about early Colorado education, a solar greenhouse, and a bird observatory perched high in a massive tree behind the school.

Elaine Barbour's classroom throbs with life. Colors radiate from walls, carpeting, desks, paintings, drawings, and a six-foot snakeskin stretched

across the back wall. Two lofts built on stilts against the walls are graced with charts, pictures, and books to identify learning centers. A bunk bed tucked away in one corner serves as a poetry center, complete with cassette tape recorder and books. The sounds of cooing from a corner doorway identify the classroom zoo with its doves, hamsters, and gerbils. Large cable spools serve as tables, and library shelves partition other learning areas.

Although this room stimulates the senses, it is the intent student activity that makes the most vivid impression. Youngsters sit, sprawl, or lie in assorted places--each busily engaged alone or in pairs in a chosen learning activity. A low hum of voices and music rises from a record player and cassette tape recorders, each carefully monitored by learners.

One boy listens intently to a tape on metrics and then writes furiously on his pad. Another listens to the "Flying Dutchman," reads an accompanying book, and makes notes. In the "reference room" two students listen to music and poetry to stir their imaginations. Kevin repairs his rocket. Dale works on the 15-page report required for the history center.

Children help each other--the better student in a learning center helps his partner. Ralph said that he works hard for Mrs. Barbour because she's "strict." Another boy, who had difficulties in the Montrose schools, works all morning on his own. The 15 students in the Coal Creek sixth grade had been classified as "problems" elsewhere, but they responded eagerly to Elaine Barbour's magic.

Barbour is a striking woman, colorfully dressed, and highly expressive. She is a "touching" teacher who often places a hand on a shoulder or puts her arms around a student. Also, students say that she is the strongest arm wrestler in the school and pinches them with her toes.

As the day progresses, Barbour moves easily among the class, at times drawing several students together for special work in a particular subject. At one point, she sits on the floor with one group to discuss mathematics. Although she is interrupted several times by students needing her attention, Barbour returns smoothly to the math lesson.

About teaching success, Barbour called hers "a total commitment, more committed than I should be, with every year a new and exciting experience. The realization of how important the job is, to do it right. It is important to work with kids in other ways besides the subject matter to help them out."

The remarkable influence of Elaine Barbour's teaching shines through the reflections of others on her rare talents:

A former student said, "She was more than a teacher. She became a mother, a friend, a protector, and even more important, she understood that I was a lonely child. She did her best to understand the 'whys' and help me feel like I belonged at least to that sixth grade class."

A student's mother said, "The whole school is imbued by Mrs. Barbour's love and caring ways along with her enthusiasm and appreciation for life and our country. To her, each pupil is an important individual, no one less valuable than another."

A colleague said, "Elaine believes in her students and they come to believe in themselves; she's a maker of self-confidence and pride. Always, she is a guide, not the 'way it's supposed to be.'"

One of Barbour's graduates gave a fitting description of her influence: "All of us kids cried on the last day of school. We just couldn't stand the feeling of leaving her and the beautiful room she gave us."

Author's Note: Elaine Barbour lost control of the Coal Creek Elementary School in 1979, as she lacked administrative certification to be a principal. She served as a guidance counselor for two years and is now teaching second

and third grades in Yakutat, Alaska. The Coal Creek Elementary School has fallen on hard times and is expected to close.

Mrs. Marilyn "Willy" Black, Art Teacher, Bernice A. Ray Elementary School, Hanover, New Hampshire, 1979 National Teacher of the Year. Willy Black claims that her greatest satisfaction in teaching comes from "seeing the kids get really excited by something they've done--to be really turned on!" Her teaching and life styles mirror this philosophy.

Black is a skilled carpenter, weaver, silversmith, blacksmith, potter, trombone player, band organizer and director, and community leader. Her colleagues know her as a person who kindles children to discover the best in themselves through involvement in the arts. The local community knows her as a person who can accomplish nearly impossible tasks through her spirit for adventure and her contagious enthusiasm.

Black was the moving force behind the construction of a colonial house on the school property as a bicentennial project in 1976. She calls the house a "living laboratory" for colonial crafts and experiences. She said,

> Giving the children an opportunity to experience the past provides them with a foundation to move forward into the future. Experimenting in the source of products, from tanning a sheepskin to carding the wool, to making soap or bread, the children are involved in the process of contributing to their own survival, not just passive people opening plastic packages. Instilling in children ways to find answers to where it comes from and how it is made is an important facet of my teaching.

One could conclude from a glance at Black's classroom that it is a disaster area, but closer scrutiny shows an active learning environment: swaths of cloth, paints, colored art paper, student projects, and a sheepskin clutter the shelves in the back of the room. A drying table with ceramic work, paste, scissors, paints, and crayons shows heavy use. Student-made kites and aluminum foil embossing adorn another table. Two-by-fours span overhead beams and serve as additional storage space.

Black believes that "Education is an adventure. Education is exciting and fun. The art of learning is the art of discovery with the realization of knowledge." Her teaching demonstrates that such an objective can be reached. For example, students in her second grade class work on making flags for imaginary countries. One youngster said that his flag is for "Weather Country." Black replied, "Whether it be right or wrong." The class enjoyed a warm laugh. Another student asked Black why she calls him "Gregor" when that is not his name. She replied, "It's because it rhymes with Igor." The student accepted the illogical reasoning with a smile.

Black gives of herself unselfishly to the class and the community. Appreciative teachers and townspeople pointed out the following:

"She helped to organize New Hampshire's first annual Special Winter Olympics. She's the one who got these Olympics moved to Ray School after seeing the first group spend a day away from a chance to warm up and use bathroom facilities."

"She got kids to help her paint the ball park signs, the bank walls, and some of the town offices."

"She took a bus driver's test so that children could still go on field trips when that item had been cut from the budget."

"Willy organized a trombone band in town--plays at parades."
"Even though she has no boys of her own, Willy has been a Girl Scout, Boy Scout, and Cub Scout leader for years."
"Willy helped to plan and clear a nature trail on the school's 35-acre site as part of the science program."

A colleague said, "Willy has a way of initiating and following through with projects that everyone, children and adults, end up participating in."
The epitome of Black's approach to life was shown in a brief interchange with a frustrated first grader, who cried, "I can't do it." Black replied, "There's no such word as 'can't.'" Another student protested, "But it's in the dictionary." Black countered, "But it's not in my vocabulary."
And so it is with Willy Black; she believes and she does. As a colleague noted, "Willy never stops creating and improving. She is the most extraordinary woman I know and I feel very fortunate to have crossed her path."

Mrs. Marion Brooks, Social Studies Teacher, Kirkwood High School, Kirkwood, Missouri, 1978 National Teacher of the Year Finalist. Marion Brooks teaches social studies in an austere, cinderblock room on the second floor of a 25-year-old brick building in Kirkwood, Missouri. She has taught in this room for 15 years, continually struggling in the winter months against a heating system with but two settings, hot and cold.
Brooks was one of the first three black teachers who integrated the 40-teacher faculty of Kirkwood High School in 1955. She was an ideal choice for this appointment, for as she said,

> Being black I have experienced intensely and extensively rejection, not being accepted. Having experienced this kind of thing, and knowing what it's like, I would not pass this on to anyone. So, every student to me is a human being. This is about the most valuable thing I can think of. It's just that here's another human being who got the way he is and isn't in the same way that I got to be the way I am and am not.

A strong member of the teachers' association and a fighter for her beliefs, Brooks was a major force in the successful transition to an integrated faculty. The teachers called her a "teacher's teacher." A school administrator called her an "administrator's teacher." Most importantly, the students said:

"Mrs. Brooks helps students at any time."
"She's always in a good mood and never gets mad."
"She makes you think to find the right answer."
"Her classes are exciting, as she questions the students' questions, drawing ideas into discussions and arguments."

Brooks's teaching style is Socratic in approach as can be seen in a follow-up discussion to a role-playing situation in her Family Living class:
"But what do you do if an ugly guy asks you for a date?" With a rare flash of anger, Brooks asked, "What is ugly?" An animated analysis concludes with one of the students saying, "Ugly means a person you don't want to go out with." This seems to satisfy the teacher.
As the class nears its conclusion, Brooks asked a final question, "How

many of you would break a commitment to accept another date?" Several replied that they would. Brooks said, "Do you think a commitment should be honored? Won't people stop trusting you?" Through her gentle probing, the class begins to understand the problems of breaking commitments.

An example of Brooks's feelings for students occurs in the next period as she returns test papers to the class. Before handing out the papers, Brooks remarked, "I'm on cloud nine for the improvement that so many of you have shown on this paper. Even the 'Fs' did better!" (After class she explained that failure is marked in one of eight degrees--in that way a student can still "improve while failing.")

Brooks's personal commitment to the welfare of human beings, whether it be in the school, community, or church, is common knowledge in Kirkwood. Her department chairman said,

> I've never known a person who has devoted more to social welfare than Marion. It's not window dressing or anything. It's what she wants to do. She'll do this until she dies. Marion is also up-to-date. She interacts as well with the students today as she did when I first met her. She understands the students and the students understand her. There's a common ground--mutual respect.

The key to this mutual respect may well be Brooks's philosophy:

> Supportive, empathetic action most often leads to cooperative, supportive action between teacher and students and parents. For me, observed growth is joy, ecstasy--ineffable ecstasy! Sometimes I experience sadness, agony, anguish--ineffable anguish when I try and fail to motivate some students to action, participation, involvement in learning. I know that such interaction or effort in that direction is sometimes costly to teacher and student. Often the price is insecurity; sometimes it is embarrassment; and once in a while, it is rejection. I believe, though, that those infrequent costs are peanut hulls compared to the price of not participating, growing, helping, sharing, caring.

Mr. Robert G. Heyer, Science Teacher, Johanna Junior High School, St. Paul, Minnesota, 1975 National Teacher of the Year. Although the slogan, "It's nice to be important, but more important to be nice," has been painted on one of the brightly covered walls of his classroom to encourage student thought, it aptly describes Bob Heyer. In the finest sense of the word, Heyer is a "nice guy."

In an unassuming fashion, Heyer lives a role that touches students, staff, and parents in a strongly positive direction. Heyer believes that if a teacher wants students to develop positive attitudes and qualities, he or she must exhibit these traits. He said, "If you model the things you want, enthusiasm, honesty, friendliness, humor, the kids will pick it up."

Although he has taught for more than two decades, Heyer comes to the classroom each day with a renewed sense of vigor. One of his long-time colleagues said, "Bob is different from just any good teacher because it's been over such a long period of time, and he still is growing and changing."

Heyer believes that

> a teacher's highest priority is that of his responsibility toward his students. Teaching must be much more than a presentation of subject matter....I want my classroom to be filled with warmth, humor, and enthusiasm about science, but I also want it filled with concern for individual worth, individual rights, and individual responsibility....I think it is extremely important that my students leave my class with a positive attitude toward science, toward life, and toward themselves.

Heyer's teaching proves his philosophy. For example, during a demonstration on the effect of weight on a spring, one boy asked, "I believe the spring will stretch more if there are more coils. Is that right?" Heyer replied, "I don't know the answer to that one, but let's find out." He gets another "slinky" spring with more coils than the original one and proceeds to hang equivalent weights from each. The spring with more coils stretches farther.

Heyer said to the student, "Isn't it a good feeling to know you're right?" Smiling, the boy replied, "How about some extra credit?" With a broad grin, the teacher said, "You need it!" and the demonstration continues.

Students and former students remember Heyer with genuine affection:

"Teachers who make you feel as if the whole world is open to you, and who help you to prepare yourself to handle real-life situations, are alive in your memory in a very special way. Mr. Heyer is such a teacher."

"You would listen to what he said and did because it gave you confidence in yourself."

"Mr. Heyer had a way of making dreams come true. He believed in dreams and ideals, and not only that, he gave you a chance to let your imagination take off."

Heyer's commitment to the students and the school runs deep: A colleague said,

> Bob doesn't know about a 40-hour week. Frequently, he can be found working with students before and after school. He has time to work with the very top academic students and the patience to assist those who are struggling academically. He frequently initiates activities such as steak fries, treasure hunts, fund-raising activities, which the students seem to enjoy and appreciate.

I saw vivid evidence of this involvement during my two-day visit: Heyer left school for a brief time to pick up flowers to plant in front of the school, worked on plans for a ninth-grade steak fry that he was directing, organized orders for candy to be sold by the Student Council, and received recognition at assembly for working voluntarily with the girls' track team.

Heyer consistently touches people in a way that makes them feel better. A former student wrote,

> Mr. Heyer contributed many things in all ways in my life. I remember what he wrote to me in all ways in my life. I remember what he wrote to me in my graduating year of junior high. He said: "If we are going to be a success in life and in athletics we must learn to challenge ourselves to our fullest capability. If we can discipline ourselves to strive to be a winner we will always be a champion."

Mrs. Lucinda "Cindy" Hebbeler, BOCES Program for the Hearing Impaired, Woodland Junior High, Long Island, New York, 1980 Teacher of the Year Finalist. Cindy Hebbeler makes a vivid impression on first meeting: She is not quite five feet tall, but she grows in stature as she talks. Within moments, her dynamic animation and intensity of interest make one forget that she is totally deaf and has been that way since birth. She has mastered remarkably well the ability to speak although she has never heard a sound.

Hebbeler has struggled, as her students now struggle, to bridge the gap of silence. She knows what they do not yet believe--that if they keep trying, they will succeed. She also knows what mental barriers they raise against their progress and how to sweep these away.

Her principal said, "Cindy Hebbeler is as demanding of her students as she is of herself, and she's fiercely determined to get to function in the hearing world. 'You're deaf. Admit you're deaf,' I've heard her say many times. 'I'm deaf, too.'" With this shared feeling, Hebbeler makes a deep impression on her students.

Hebbeler faces difficult challenges as she tries to teach lip reading to her students. For example, how do you communicate to a class of hearing-impaired adolescents the meaning of the idiom, "Don't make a mountain out of a molehill?" Hebbeler's first approach is to broadly act out a story containing this idiom, in addition to two others. She asks the class for the three idioms that would express most appropriately the story line. When a student replies correctly, she responds vividly with, "Good for you." To engage the students even further, Hebbeler encourages pairs of students to act out the idioms. Two girls act out "mountain out of a molehill" with a scene between mother and daughter, with the daughter falling to the floor with a minor injury. Classmates immediately call out the proper idiom and Hebbeler beams.

Cindy Hebbeler is the consummate actress. She pouts, smiles, shakes her fist with feigned anger, twists her body to make a point, and holds her head in mock surprise. Through these exaggerated body movements, she emphasizes the messages she wants her class to learn. Students relish her enthusuastic style and are swept up in her characterizations. As Hebbeler explained, "I must act broadly to clarify the meaning of expressions that would otherwise be lost."

As with other superlative teachers, Hebbeler credits her parents for their diligent efforts in helping her succeed. For her students, Hebbeler considers parental involvement as an extension of the classroom. She spends countless hours with parents, teaching them how to teach. She believes that because parents have to work with their deaf children by talking to them, reading with them, and explaining school work, they must become teachers as well as parents.

Parents are grateful for all that Hebbeler accomplishes with their children. One commented,

> By example and encouragement she has taught my daughter Caroline that there is nothing wrong with being deaf. Cindy has helped Caroline develop self-respect, has taught her to deal with the hearing world, has worked tirelessly with her on her speech, and has guided her in many directions....When Caroline needs advice, she goes to Cindy Hebbeler. So do I.

Another parent said,

> There aren't enough wonderful words to describe Cindy Hebbeler, who changed my son's life. When Frank came into her class last year, he was shy, introverted, and angry at the world because of his deafness. He simply could not accept it. Somehow, using her remarkable sense of humor, Mrs. Hebbeler got through to him and made him see that we have to accept life as it's handed to us. In some miraculous fashion, she helped Frank develop his own sense of humor, something he had been missing all his life.

The school's psychologist thinks that Hebbeler is a "superb model for her students both because of her success, and because of her willingness to share even her most painful experiences with them."

Hebbeler's students respect her openness. One student said, "She tells us just because we have a handicap doesn't mean we ca not be something in this world and we believe her." Their teacher's remarkable life shows that they can be something.

Ms. Myrra Lee, Social Studies Teacher, Helix High School, La Mesa, California, 1977 National Teacher of the Year. Myrra Lee believes that teachers

> must provide the means by which students develop the ability to recognize their values, evaluate them in the light of their ethical implications, and accept or reject them on that basis. We cannot be preservers of the status quo. We must light the spark of dedication to an eternal questioning, evaluating, and striving to make better the world around us.

Lee teaches social studies in a conservative, middle-class suburban high school outside San Diego. Through Lee's efforts, student attitudes toward minorities and women have been reevaluated and enlightened through such unique courses as "Minorities in American History" and "Woman in America." She fought a traditional curriculum to establish these courses, but the battle was worthwhile as student response has been most supportive.

Lee's classroom is a storehouse of resource materials: Bulging manila folders containing information about the Japanese, the Indians, and Women and Science and Marriage are tucked into various cupboards lining the walls. Filing cabinets contain numerous pamphlets and newspapers. An extensive lending library (mainly purchased by Lee) of recent books on blacks, women, and Chicanos is found in one corner of the classroom. Lee's desk and office are stacked with papers, folders, and magazines that relate to the coursework.

Students usually sit in a circle or in small groups to facilitate discussion, simulation exercises, and role-playing. For example, in Lee's class on minorities, the students divided into groups of four pairs. Each group receives a sheet entitled "Win or Lose." The task involves "trust" and requires that each pair mark responses for several trials. At times, pairs communicate with other group members in addition to themselves. The winning pair in each group receives six extra points on their grades. Enthusiasm builds for the task and finally explodes at the end with dissension and disagreement as pairs find that they cannot trust others in the group.

Lee's comment, "What does it feel like not to be able to trust someone else?" brought on a chorus of comments indicating that students have

experienced the frustrations of mistrust. Lee quickly exclaimed, "Do you have some feelings as to how it felt to be an Indian working on treaties with the white man?" A student responded excitedly, "Just like the Treaty of Guadeloupe!" Other students see the relationship and chime in with their ideas. The exercise succeeds as students not only experience the feelings of minorities, but also are able to relate these feelings to another time and place in history.

Throughout my observations, I was struck by how animated the discussions are. These discussions do not just happen; Lee is keenly sensitive to the differences between each class. She subtly leads discussions to build on student strengths and plug in questions and information needed to fill deficiencies. The results are astounding. One colleague said, "I have become aware of an almost electric atmosphere in the classroom. The students seem eager and receptive from the moment the class begins." Another teacher said, "Her classes are informative, lively with debate, and blaze with wit and humor."

Although she is a superb discussion leader, Lee willingly admits to her inadequacies: At one point in a discussion a student said, "I don't understand what you said." The teacher quietly replied, "I didn't explain it very well," and proceeds to go over the material until it is clearly understood.

Lee believes that it is important for students to know she has fears, qualms, and makes mistakes. She said, "That gives me more dimensions as a human being. As long as we maintain a wall of aloofness from the students, we will not have effective teaching. If you're not afraid to show yourself as a human being to them, it makes the things you do much more valid."

Perhaps one student summarizes the influence of Lee's teaching: "She's one of two teachers that have created a transition in me comparable to the evolution of a butterfly. She helped set my mind free and placed me on the road to becoming the ideal person I strive to be."

Dr. James Maas, Psychology Professor, Cornell University, Clark Award for Distinguished Teaching at Cornell, Recipient of the American Psychological Association's Distinguished Teaching Award. Jim Maas, who teaches an introductory psychology class of 1,400 students, sees his role as a friend in a monstrous system. He said,

> I like to challenge students to reach their potential. I try to help students face reality....I think one of my greatest rewards is to give undergraduates challenges and opportunities to make films or write books with me--to get their names in lights--because these are the very kinds of people who will turn around and care about other people.

As paradoxical as it may seem, despite overwhelming numbers of students, the impression that Maas gives to his students is that he cares. His department chairman notes the extensive office hours that Maas makes available to students. Students comment favorably upon his brown-bag seminars when he meets informally with them over lunch. They appreciate his walking around before his large-class lectures and talking with students, and his waiting after lectures to answer their questions. One student said, "He cares about us and it shows." Another declared, "He seeks students out and invites them to relate to him on a more personal level. Even though it's a large lecture, he tries to get the individual component."

Maas said, "My philosophy of teaching is the Vince Lombardi approach toward coaching: If you think you're good you'll be good, if you have the faith that you can do it." Whether in a large lecture hall or a small, graduate seminar, Maas shows that his philosophy works; he is a master teacher.

Maas is a dynamic, animated lecturer, who conveys a relaxed attitude toward his class. He enjoys his work. He throws his entire body into his presentation; striding about the stage, gesturing with his hands, and leaning forward, Maas is in perpetual motion. Even when the lecture hall is darkened for slides, his silhouette animates the screen along with the pictures.

The visuals are strikingly effective; a well-organized variety of slides, television excerpts, and film clips stimulate student interest. These aids are carefully orchestrated for maximum effectiveness to illustrate points of the presentation.

Maas speaks clearly and talks at a level well-understood by his students. The examples he uses are universal and easily touch each student's common chord of experience. Students remark after class how much they think that Maas speaks directly to them rather than to a mass of students.

In seminars, Maas carries on a constant dialogue with students. While interacting with a student, Maas gives his undivided attention and, through nods and reflections of feeling, he shows that he is trying to understand what is being said. He is willing to spend the time to listen to each student.

A constant stream of examples and illustrations highlight major points of the discussion. At one point, the teacher distributes a test booklet to each student and said, "You're now going to be tested on the readings you have done for this course." As students receive the booklets, they groan and show assorted looks of surprise, shock, and indignation. Maas countered, "Tell me what was going through your mind as I gave out the booklets." After several comments, Maas said, "We forget too often as teachers the anxiety that comes with testing."

How easy it would be for an instructor of a class of 1,400 students to forget his role as a teacher. Yet, Jim Maas does not forget his mission.

Mrs. Laurie Neeper, Music Teacher, John Archer School for Special Children, Bel Air, Maryland, 1977 National Teacher of the Year Finalist. On first encounter, Laurie Neeper impresses one with her quick smile, infectious enthusiasm, and animated gestures. Within minutes, one discovers a depth of sensitivity and understanding that characterizes creative professionals. Neeper uses her classroom as a stage to create magic that deeply touches her learners. She believes,

> a philosophy of teaching really be a philosophy of human interaction, since we exist through our contacts with others. I believe that those human contacts and interactions which motivate me to participate and want to learn are the same for most human beings, regardless of age or learning ability. We are all human beings first and learners second, for it is the purpose of learning to make us better human beings.

Neeper's philosophy is put to a severe test, as she teaches music at a special education school for 3- to 20-year-old youngsters who are hearing-impaired, learning disabled, physically handicapped, or mentally limited. Neeper started as a part-time music teacher, but voluntarily took on double classes so that all students could have music. Because of the

astounding success she achieved with the students, she was hired as a full-time teacher for the second year.

In one class, Neeper teaches 18 students with I.Q.s ranging from 30 to 70. As the class begins, the teacher said, "Today you will play the autoharp and show other classes what you can do." The children seem pleased. Neeper directs to John, Connie, Dorothy, and others a constant stream of questions, each worded so that the youngster has a good chance of answering. Neeper responds with smiles, praise, and sometimes applause for each correct answer. John, who barely has control of one hand, happily strums the strings while another child holds the bridge. The children beam when they are asked to lead others in a chorus. Their leadership is rewarded with candy, applause, and ringing praise. As the class leaves, one cannot help but think that this period has been a high spot in their day.

Neeper said,

> If you can get children to the point that they feel they can do, they will do, and keep going. I try to get action in my classes. I want children to like music. The more excited they get, the more involved they are, the more they learn....I'm the kind of person that wants to learn everything. I want my students to feel the same way.

Neeper has accomplished near-miracles with her students: a 75-voice chorus, which draws audiences of 700 to each performance and sings at shopping centers; a musical production each spring; a program for 3-year-old deaf children in which they hold guitars and feel rhythms and vibrations as they strum; construction of original string instruments; award of a music scholarship at the Peabody Music Conservatory for a mentally limited 16-year-old boy.

A visit to Neeper's classroom shows a teacher who is dedicated to bringing handicapped children into the mainstream of life. This teacher's interest in her students goes far beyond their musical development. Neeper believes that these children are no different from other children in that they want to feel important.

Neeper's principal aptly summarized her abilities:

> Laurie is a tremendously talented person who uses her talents to help other people. This transcends teaching, as I think she would be successful in any job she undertook....She has the enthusiasm, drive, and motivation, and works as hard as necessary to achieve her goal with a student, or group of students, if it takes all day or night. If you could package her energy and sell it, there would be a lot of buyers.

<u>Mrs. Rosemary Nesbitt, Professor of Theater, State University of New York at Oswego, Distinguished Teaching Professor, State University of New York.</u> Rosemary Nesbitt exudes confidence. From her hearty word of greeting at the beginning of the hour to her admonition to be prepared for the next class, students have no doubt as to who is in charge. Nesbitt teaches acting courses to college theater majors.

When asked if she is a strong person, Nesbitt replied,

> Yes, I am. I have ideas and convictions. I don't expect people to agree with me. That is not what I'm trying to do. I think I did it at one time when I was a young teacher. I thought everyone had to agree with me. We all go through that. I don't do that at all. I believe that college teaching goes way beyond teaching courses. I think the kind of person I am is important to my teaching. I have standards and I expect certain things of my students. I don't cheat on my income tax, nor lie, and don't intend to start. It's important to me as a person and I think I should state my convictions every once in a while in the classroom, as they pertain to what I'm doing, and I do it.

Nesbitt is "bigger than life" in the classroom. Her hands constantly move--rising, falling, and circling to make her point. She sweeps her highly attentive gaze from student to student, pausing, peering intently, and giving her complete attention to any student asking a question.

With a sense of urgency, Nesbitt's rapid-fire speech is punctuated by a never-ending stream of imagery, metaphors, humor, and fascinating vignettes. Student questions are met by sweeping comments that relate to literature, painting, movies, and assorted footnotes of knowledge.

Nesbitt illustrates her lectures with demonstrations. She shifts easily from the grotesque walk of the hunchback of Notre Dame to the cockney dialect of Eliza Doolittle. At one point, she stretches out on the floor to illustrate a tragic Greek figure.

Whether giving criticism to individuals acting out a brief scene, or correcting an entire class on how to repeat a dialect, it is obvious that Nesbitt encourages the best in her students. When she is not satisfied, she quickly pinpoints the difficulty and offers suggestions for improvement.

A colleague spoke eloquently about Nesbitt's remarkable teaching skills:

> Professor Nesbitt is everything a teacher should be: bright, energetic, high spirited, enthusiastic, imaginative. Whether her audience is an undergraduate class of 20, an assembly of several hundred, or an auditorium full of children, she brings to her presentation the same meticulous preparation, the same total immersion in her topic, and the same careful balance between seriousness and humor. She blends the skills and talents of a historian and theater person in such a manner that her listeners are invariably moved to a spontaneous response, whether it be a standing ovation, an outburst of applause, or, more importantly in terms of a teacher, a turning to book and thought for a continuation of the subject.

From another perspective, a former student said,

> God has truly blessed Mrs. Nesbitt with the unique gifts to instantly recognize each of her students' strengths and weaknesses. Once doing this, she confers with each student, so that they will make the very most of their talents and abilities. As one of her former students, I am living, breathing, soul-possessing proof of this fact. Rosemary Nesbitt infects her students by instilling in them a quest for excellence in everything they partake in....If you need her, she is always available.

Nesbitt's influence on others is not restricted to the classroom. She directs a successful children's theater that produces plays with casts of more than 100 children; she has written eight plays and two historical novels for children; she gives lecture-recitals and offers frequent workshops and lectures in local history, and theater to elementary, secondary, and college students.

Of her accomplishments, one colleague said, Nesbitt is

> ...a warm, outgoing, down-to-earth person who automatically says "yes" to big and small jobs in the classroom, college, or community. She is a worker and a leader in the old-fashioned sense of one who knows where she has come from, where she is now, and where she is headed, and she is neither hesitant or timid to pursue living to its fullest.

Dr. Augustine Silveira, Professor of Chemistry, State University of New York at Oswego, Distinguished Teaching Professor, State University of New York. A high school science teacher and former student believes that Gus Silveira, as with other truly great teachers, leaves two indelible marks on his students:

> The first thing that a student must learn is his discipline. Subject content mastery or technical expertise is required for the continuation of the discipline. Dr. Silveira is an excellent teacher in this regard. His lectures were always well prepared and well executed. His versatile mind continually cross-examined ours until the concept we were dealing with was clear. To my recollection he never gave us the same problem twice, not even on exams. The standardized exam scores of his students proved the effectiveness of his class techniques. For students with individual problems, his door was always open.
>
> Secondly, Dr. Silveira taught us to respect the traditions and integrity of our discipline and to commit our lives to the simultaneous improvement of that discipline and our society. As he taught us about ethane, he also taught us about ethics.

A student who took three major chemistry courses from Silveira commented, "His unique ability to present sometimes overwhelming quantities of material in a clear, orderly, exhaustively prepared lesson, challenges each of his students to capacities they never knew they had."

Enthusiasm for Silveira's courses is in no way restricted to chemistry majors. A liberal arts major was skeptical over the reputation of Silveira offered by chemistry major friends; he commented that their

> assessments could hardly be considered objective. The true test of a teacher is his capacity to inspire those not already converted. Dr. Silveira lived up to his reputation. I was immediately impressed by his ability to convey his own enthusiasm for the subject to this reluctant student....His overriding goal was a thorough comprehension of the material by the student. All questions were treated respectfully and, regardless of their complexity, answered with a genuine concern for understanding. Here, indeed, was a dedicated teacher.

Silveira moves restlessly around the room. He darts to the blackboard to illustrate a chemical compound and, when the board becomes a maze of figures, vigorously erases a segment to continue the flow of diagrams. Three-dimensional models of chemical compounds are passed from one student to another to reinforce the concepts.

Silveira uses the Socratic method to discuss the day's homework. He calls on various students to answer particular questions. If one hesitates or has trouble answering, he patiently leads the student, with the help of others, to an understanding of the solution. Considerable discussion ensues but Silveira fields questions flawlessly.

As the class period goes beyond its scheduled 75 minutes, Silveira looks at his watch and exclaimed, "We have so much more to do." Reluctantly, he ends the formal period, but several students swarm around him asking for help with their problems. A half-hour passes and he is still answering questions.

When asked what he would like most to be able to say about his teaching at the end of his career, Silveira replied, "I'd like to say that the students had been able to say that there was a professor who not only was a good teacher, but who cared about us as individuals. If they say that, I have been successful."

His former students are already fulfilling his wish. One student said,

> As large as my esteem of Dr. Silveira's teaching ability is my admiration of his compassion. Not one of the students who knew him hesitated to see him about any problem. We always knew we could talk to him and for many people, including myself, this was a huge asset. Dr. Silveira would do whatever he could to help and spared no effort doing so. It was a fantastic feeling just to know that you had someone who really cared. His was an honest commitment to students' welfare that all of us are trusted.

Mr. Jay Sommer, Foreign Language Teacher, New Rochelle High School, New Rochelle, New York, 1981 National Teacher of the Year. Jay Sommer personifies the American Dream. Born in Germany, forced into a Nazi labor camp in his teens, liberated after the war only to find that most of his family had perished, he emigrated to the United States in 1948. While working at a variety of jobs, he attended night school for 21 uninterrupted years. In 1981, he was honored as the National Teacher of the Year in his adopted country. Sommer said, "I consider my education a privilege that no other country could have given me. I will, therefore, always be grateful to America for this extraordinary gift." Sommer believes,

> Most important in the teaching process is the relationship a teacher establishes with his pupils. A responsive, supportive relationship between teacher and student establishes the best kind of atmosphere for learning. Not persistent, punitive measures, but kindness and understanding are the most potent forces in learning. Strained relationships in the classroom make learning unpleasant, and may, in fact, produce in students an intense and lasting dislike for education. On the other hand, inspiring students with a sense of their own worth gives them the confidence to express themselves more freely, to explore and learn through their mistakes, and to regard learning as an adventure.

Although he is fluent in 10 languages, Sommer's basic decency, cheerful disposition, style, grace, positive values, and supportive encouragement touch students and staff more deeply than his formal instruction. One student said,

> Mr. Sommer cares about education. He is concerned with how hard students try and how much they learn, not if they do well on every test. He has so much compassion for his students and he does not put himself on a higher level than them....I find it easier and more enjoyable to learn from someone whom I consider a friend and who speaks to me on my level. Mr. Sommer is a kind, compassionate, caring and accepting man and a very effective teacher.

In his language workshop, Sommer teaches French, Hebrew, Spanish, and Russian. Using individualized instruction with 12 students, he demonstrates as follows his success as a teacher:

> Sommer greets each student warmly. He tells Lisa "Well done" for a paper she has written. He reassures Carolyn that she will do well on a forthcoming test. To another student he warns, "You have been coasting. Until you crack the book, you will have trouble." One antagonistic student continually baits the teacher, but he shows infinite patience. (Later, he explains that he is particularly sensitive to personal problems this student has been having.)
>
> Lisa shows Sommer a paper she typed for another course. Sommer asks, "Can I read it? I like to know what you're doing."
>
> Barbara interrupts to ask Sommer about a point in her Russian novel, but he has not read the book. He tells her that she should have checked to see that he had read the book so that he could answer questions. Finally, he says, "Give me the book tonight and I will read enough to be able to answer you."
>
> Lisa translates a word in Hebrew and, as Sommer corrects her, she exclaims, "Oh, dear!" He sings in reply, "Oh dear, what can the matter be?" Lisa smiles and argues over a difference about vocabulary usage she learned in Hebrew School. Patiently, Sommer gives a series of examples that leads the student to finally admit, "All right--I will mark the vowels."

Sommer extends himself for his students well beyond classroom hours. For example, he attended Naomi's four-hour Hebrew School graduation the previous night. Later, he explained that although he was tired, he knew it would be important to his students, so attending graduation took first priority.

Sommer believes that "being a teacher is a unique and challenging experience. To work with young people and to influence them is a responsibility and a privilege."

Mrs. Sue Talbot, First Grade Teacher, The University Elementary School, Bloomington, Indiana, 1977 National Teacher of the Year Finalist. "I have never wanted to be anything but a teacher," Sue Talbot said. With her personal goal in teaching the total education of each child, Talbot works long hours in seeing that individual needs are met. Talbot's day in the classroom starts at 7:30 a.m., although school does not start until 8:30. She finds that she can accomplish considerable final preparation at this hour, as well as be available for early-arriving students.

At 7:50, Talbot greets the first student, Tina, who is legally blind--Talbot volunteered to take the child into her class. To help Tina, Talbot developed special reading material in large printing. For this early morning encounter, Talbot gives Tina papers to return to each child's desk and asks her to set up the chairs for the other pupils. Tina happily goes about her tasks.

Talbot has a special affinity with children who have handicaps or special problems. The parents of a boy who was in a body cast for three months said, "Mrs. Talbot's attitudes toward Willy and his problems set the tone for the children's attitudes. They were always helpful to him, but never gave him reason to become demanding or self-centered, expecting constant service." Another parent said of Talbot's efforts with her son, who has a hearing loss, "Mrs. Talbot's ability to see Matt's abilities as well as his limitations helped his self-concept immeasurably." Talbot understands this because she was handicapped as a child. She said, "I had a badly crossed eye for a while and developed a real hang-up about it. I had eye surgery twice. My son had the same condition and also needed surgery twice."

Talbot strives to help her first graders gain independence and strong self-concepts. "They've got to feel good about themselves before they learn," she said. She also believes that it is important for a teacher to have a strong self-concept: "If you do not feel good about yourself, how are you going to make children feel good about themselves?" she asked.

As her day progresses, one recognizes the effort Talbot extends to individualize her instruction. She has devised a series of progressively difficult levels of math work, spelling, and reading. As the children complete each level, they ask to take a test before going to the next level. Talbot's efforts go not only into preparing lessons and materials, but also into keeping detailed records of each pupil. "There may be some other way to teach," she said, "but I do not know what it is."

A colleague thinks that Talbot reaches children because she "has a natural knack to anticipate student reaction and plan accordingly. If something does not work, she always has something else she can do." Another colleague said, "Sue really does individualize her program to meet the needs of the individual child. She goes out of her way to make the kids excited and happy about school and learning."

Talbot opens her room freely to colleagues and shares her materials and methods. She volunteers considerable time to activities outside the classroom, including various professional organizations. She teaches at a branch of Indiana University and she is involved with educational conferences, television panels, and student teacher preparation. A teacher from another school, who has worked with Talbot on various committees, said, "If you want something done, you think of her first. She's a thinker. What's more, she never says no."

Background Information

The 12 teachers in this study have each been honored for their exceptional work. Their responses to the following questions offer some insights into their respective backgrounds.

1. Why did you choose a teaching career?

Elementary School Teachers

"I started teaching Sunday school when I was 15--perhaps my main motivation was a love of kids and the excitement of working with them."

"Because as a young child, I admired and respected highly my role models in elementary school; this carried over to high school also."

"I did not. I was in recreation and camping work. I was at home when my children were small and became a substitute teacher for extra money. One year I filled in for a teacher who was seriously ill. She never returned and I stayed."

"Because I enjoy working with people. My mother was always involved with education so it seemed a natural selection."

"I wanted to reach students in such a way that they could grow academically and socially."

High School Teachers

"I was impressed by the relationship that existed between the students and teachers in my high school. The teachers seemed to immensely enjoy their profession and their attitude toward teaching was one of deep satisfaction."

"I discovered that I loved children. I also felt that there is nothing more gratifying than to be able to transmit knowledge."

"I did not choose. Circumstances and our mother chose for me. I am 'sunkissed' and no local university 'could' permit me to attend. There was a free teachers college nearby. Our mother decided that attendance there was better than any other source of education after high school."

"I worked in a V.A. hospital with old veterans whose lives were aimless and miserable. I decided to become a teacher so that I could help young people give directions to their lives."

College Teachers

"Because it was the ultimate way for me to reach creative and intellectual expression."

"I chose teaching as a career because as a graduate teaching assistant I found it to be the most enjoyable experience, in terms of helping others, that I ever had."

"I wanted to participate in a career that would allow me to give vent to a multitude of interests--communications, education, working directly with people to help them achieve their potential; I wanted the freedom to be my own boss and to live an exciting life."

2. What teacher(s) significantly influenced your approach to teaching?

Elementary School Teachers

"First grade teacher; warm, enthusiastic, loving. College professor; he was warm, enthusiastic. His history lessons were exciting and challenging."

"The ones I truly loved were strict, but fair. They looked professional and acted professional at all times."

"My grade school music teacher why was dynamic--cared about me as a person--and who could have been the Pied Piper. A college professor who was amazing in his ability to inspire a good performance by his own high standards."

"My band director in high school was very influential. He was personable, enthusiastic, and mild mannered with his students."

"I had some teachers who made learning 'fun'--I grew from these teachers rather than those who resorted to textbook learning."

High School Teachers

"No one teacher had a profound effect but rather five or six each contributed insights on dealing with students and presenting subject matter."

"The chairman of our department--he gave me a great deal of confidence."

"Three college instructors who were informed, scholarly, fair, and inspiring."

"I had none."

College Teachers

"My master teacher, an impossible, difficult man whose standards became mine, whose temperament did not."

"A high school English teacher, who instilled in me the meaning and excitement of good books. A chemistry professor, for his dynamic, clear, and concise lectures."

"A professor of religion who taught me the value of organized presentations. A professor of psychology who showed me that excellence in teaching could be achieved in an entertaining way."

3. In what other fields, if any, do you believe that you could have been a success besides teaching?

Elementary School Teachers

"A minister, or a businesswoman (owner of a small business)."

"Lawyer, clinical psychologist, consultant, writer."

"Recreation and camping, music, carpentry."

"Almost any field that involves working with people. Fields involving crafts, social services, art, home economics, and physical activity would also be of interest."

"Counseling."

High School Teachers

"Any field that is people oriented."

"I worked in industry before teaching. I enjoyed good success. I could have done many other things in the business world."

"Drama, public relations, social work, counseling."

"I would have probably been successful in any field in which I did not have to play a subservient role; doctor, lawyer, nutritionist, farmer."

College Teachers

"Chemical research in industry or government, administration in the business or academic world."

"History."

"Communications, advertising, photography, public relations, filmmaking."

4. What have been the major obstacles to your teaching success?

Elementary School Teachers

"Budget restraints and administration--mostly in terms of not being creative or willing to support new ideas and approaches."

"None" (four teachers).

High School Teachers

"The lack of cooperation between supervisors and teachers."

"Time seems to be my greatest obstacle."

"Although not serious obstacles, coordinating home, family, and school."

"None that I can think of--I have been blessed with good students and have been surrounded with good fellow staff members and administrators."

College Teachers

"Budget problems."

"I do not think there have been any."

"Too many students in each class--not enough time to get to know them personally; lack of sufficient funds for audiovisual materials and equipment, computer-assisted instruction."

Teacher Perception Q Sort

The Teacher Perception Q Sort (Gooding and Wilbur 1971), an attitudinal scale, was chosen to be administered to all 12 teachers because it is cast in a personal frame of reference. This makes it possible to study the important dimensions of what seems real to the teacher as he or she examines experiences perceptually. The structual divisions of Gooding and Wilbur's Q Sort include: (a) perceptions of self, (b) perceptions of others, and (c) perceptions of the teaching task.

Administration of this Q Sort is relatively simple: A deck of 60 cards, each with an item that represents a teacher's attitude (Appendix A), is given to the teacher. He or she is asked to rank-order the 60 items into a normal curve according to categories ranging from "most like" to "least like" as "you see your ideal teacher self." Categories are rank-ordered with assigned values of ten (10) down to zero (0); 10 means "most like" and zero means "least like." The teachers were directed to consider each item and ask themselves, "As I perceive myself as an ideal teacher, how does the statement on this card relate to me?" (Complete instructions, Appendix B.)

The responses of the teachers to this Q Sort are strikingly similar (Appendix A); regardless of geographical location, grade, subject, or background, the 12 teachers perceived strongly their perceptions of the ideal teacher self in similar patterns. Previous studies of teacher attitudes using this and other instruments have shown far less agreement among the teachers on key items and generally lower self-rating scores on items related to teacher creativity, enthusiasm, self-confidence, and student abilities (Khan and Weiss 1973; Wilbur and Gooding 1977).

The following sections point out the five items at each end of the bell curve that these teachers believe are "most like" and "least like" their perceptions of the ideal teacher self. These extremes are followed by items that point out differences in their perceptions. (To ensure confidentiality but allow for identification and comparison, elementary teachers are designated with letters A-E, high school teachers with J-M, and college teachers with X-Z. The teachers' responses to all items are listed in Appendix A.)

"Most Like" the Ideal Teacher Self. Choosing from 60 items, the 12 teachers selected as three of their top five items "most like" their perceptions of the ideal teacher, those items that are primarily student-centered: Teachers should know their students, make them the central focus, and strive to have them make worthwhile contributions. Also, according to the responses to items 9 and 20, these teachers are highly enthusiastic about their teaching and confident in their roles.

9. I feel enthusiastic about teaching.

Elementary					High School				College			Total
A	B	C	D	E	J	K	L	M	X	Y	Z	
8	6	10	9	10	10	9	10	10	10	8	9	109

34. The teacher helps each member feel he can make worthwhile contributions.

A	B	C	D	E	J	K	L	M	X	Y	Z	
9	9	7	10	10	8	10	9	7	8	7	10	104

23. Students are central in the class.

A	B	C	D	E	J	K	L	M	X	Y	Z	
8	9	10	9	8	9	9	10	6	9	4	9	100

59. Ideal teaching involves knowing your students and letting them know you.

A	B	C	D	E	J	K	L	M	X	Y	Z	
10	5	9	9	9	7	8	8	9	8	7	9	98

20. I feel confident in my role as a teacher.

A	B	C	D	E	J	K	L	M	X	Y	Z	
10	5	9	7	8	10	8	6	9	7	7	7	93

Apparently, these teachers enjoy what they are doing, know what they want to achieve with their students, and feel confident in their abilities to succeed.

"Least Like" the Ideal Teacher Self. Two of the five items seen as "least like" the teachers' perceptions of the ideal teacher involve rejection of the concept that a certain group of students inevitably will fail in any class. In interviews, teachers were vehemently against this idea, and seem to believe that a failure by any student is a failure on their part. The axiom that a teacher needs to fail a certain number of students to put the "fear of God" into others is antithesis to these teachers.

The similar responses to items 8 and 19 indicate that these teachers are flexible in their thinking and willing to extend this philosophy to their students by granting that mistakes are a necessary part of learning.

The response to item 3 supports the thesis that these teachers have no questions as to their ability to teach. They do not suffer from nagging doubts about their abilities.

3. I doubt my ability to teach.

Elementary					High School				College			Total
A	B	C	D	E	J	K	L	M	X	Y	Z	
0	3	0	3	3	0	0	3	3	0	3	1	19

40. A certain percentage of students must fail in the long run.

A	B	C	D	E	J	K	L	M	X	Y	Z	
1	3	1	0	1	3	1	1	3	1	2	2	19

8. Mistakes equal failure.

A	B	C	D	E	J	K	L	M	X	Y	Z	
0	4	0	1	3	3	0	1	4	2	3	0	21

50. A teacher who fails a significant number of students has high standards.

A	B	C	D	E	J	K	L	M	X	Y	Z	
1	2	3	0	0	3	2	0	3	2	3	3	22

19. I tend to reject change.

A	B	C	D	E	J	K	L	M	X	Y	Z	
4	0	1	2	2	0	5	3	2	3	0	1	23

Differences in Perception. Although there are striking similarities at both extremes of the Q Sort scale, some interesting differences emerged in the responses, which indicate that these teachers are not mirror images of each other.

1. Sometimes I feel a need to be authoritarian.

Elementary					High School				College			Total
A	B	C	D	E	J	K	L	M	X	Y	Z	
3	4	3	5	4	7	2	4	6	5	6	3	52

Responses to this item range from a 2 to a 7, indicating that the teachers differ sharply in their approaches to authoritarianism in the classroom.

15. Teachers are born not made.

A	B	C	D	E	J	K	L	M	X	Y	Z	
5	4	4	7	5	2	4	6	4	1	4	4	50

Teachers differ in their perceptions of this important question, with responses ranging from a 1 to a 7. The question has no clear-cut answer, according to this group.

43. A teacher can learn the subject matter with the students.

A	B	C	D	E	J	K	L	M	X	Y	Z	
6	6	4	6	5	5	6	7	3	6	2	8	64

Teachers differ again in their responses to learning the subject, with the greatest differences occurring among the high school and college teachers. Probably, the stress on particular disciplines at these levels contributes to the different responses.

46. Ideal teaching is training a student for a position in life.

A	B	C	D	E	J	K	L	M	X	Y	Z	
6	3	7	4	5	2	3	4	6	4	2	5	51

There is no consensus among the teachers for item 46, regardless of teaching level. Although the differences might be explained by how each teacher interpreted the statement, I believe that these superlative teachers differ in certain aspects of their educational philosophies.

Notwithstanding their differences, the weight of remarkable agreement among these 12 superlative teachers on what is most important in their teaching offers some clues as to what contributes to their excellence. The most important clue seems to be their positive mental attitudes toward themselves and their students.

Teacher Observation Scales

The Teacher Observation Scales (McDaniel, 1973) were chosen because of the ease of clearly differentiating teaching behavior on nine dimensions. However, because the instrument was designed primarily for observing elementary school teachers, only four dimensions could be used to measure teaching behavior at the high school and college levels.

The four dimensions used for this study include warmth, enthusiasm, clarity, and cognitive demand. Each dimension is described in brief paragraphs cited in the instrument's manual. The observer rates a teacher's behavior on a continuum from one to six, with six being the most desirable behavior. The six positions are defined in accompanying statements in the manual. These assist the rater in selecting the appropriate evaluation. Appendix C contains the full description for the cognitive demand dimension.

McDaniel reported that the scales

> have a relatively high degree of construct validity. Each construct is described so as to minimize ambiguity. The constructs are further specified by providing definitions of the behaviors that lie at various points along the continuum. By describing these behaviors, the possibility of projecting subjective interpretations into the dimensions has been minimized. (1973, p. 3)

The following sections show the ratings for each teacher (identified by letter, as explained) on the four dimensions observed.

Warmth. "This dimension refers to the extent to which the atmosphere of the class is relaxed and comfortable or tense and uncomfortable. It also encompasses the degree to which the teacher maintains positive interpersonal relationships with pupils" (McDaniel 1973, p. 5). Brief excerpts from the detailed descriptions of the "warmth" continuum illustrate its range from "cold" to "warm":

1. "A cold teacher treats students in a rejecting way. This teacher rejects not only undesirable behavior, but the students as well...."
2. "This teacher is formal and distant in his relationships with students. He is insensitive to students' feelings."
3. "This teacher is not always aware of students' feelings or may ignore them."
4. "This teacher is businesslike and intent on getting the academic job done. He tries to be friendly and is interested in his students."
5. "This teacher is sensitive to students' feelings....This teacher is helpful and supportive."
6. "A warm teacher treats all students in an accepting way. He responds to each student as a person."

Elementary					High School				College			Mean
A	B	C	D	E	J	K	L	M	X	Y	Z	
6	6	6	6	6	5	6	5	6	5	5	6	5.67

Clearly, the 12 teachers act positively toward their students and demonstrate friendly, warm behavior. There is an atmosphere of acceptance and sensitivity to students. These teachers maintain positive interpersonal relationships with their students.

Enthusiasm. "This dimension refers to the enthusiasm or interest level expressed by the teacher and students during class activities" (McDaniel 1973, p. 7). Brief excerpts of the six detailed descriptions on the continuum show its range from "dull" to "enthusiastic":

1. "This teacher does not seem to care about what he is teaching. He is both apathetic and boring."
2. "This teacher is dry; he sticks strictly to the facts....This teacher uses little voice modulation or eye contact."
3. "This teacher is poised and controlled. He wants his students to learn but his presentation lacks sparkle."
4. "This teacher is interesting and confident. He demonstrates an earnest desire for his students to grasp the material."

5. "This teacher is stimulating. He uses expressiveness and variety in tone of voice and eye contact. He includes facts or ideas that stimulate interest."

6. "This teacher is a dynamic showman. He dramatizes the lesson and captures the attention of students by facial expression, gestures, and voice modulation."

Elementary					High School				College			Mean
A/6	B/6	C/6	D/6	E/6	J/4	K/5	L/6	M/6	X/6	Y/6	Z/6	5.75

Without question, these teachers convey a great sense of commitment, excitement, and involvement in their subjects. Students are involved in what is being presented.

Clarity. This dimension refers to the clarity of communication, instructions, and expectations conveyed to the students (McDaniel 1973, p. 9). This continuum ranges from "vague" to "clear" as follows:

1. "This teacher presents material in a vague and disorganized way."

2. "This teacher has difficulty in getting his point across."

3. "This teacher may need to repeat his directions or explain his point again."

4. "This teacher's instructions are mostly clear. He tries hard to get his point across."

5. "This teacher comes across as clear and organized. There is little evidence of uncertainty."

6. "This teacher presents material in an explicit, logical, and organized manner....He makes sure that all of the students understand."

Elementary					High School				College			Mean
A/6	B/5	C/5	D/6	E/6	J/4	K/5	L/5	M/6	X/6	Y/6	Z/6	5.5

These teachers are master communicators; their students know what they are supposed to do and why. These teachers clearly state or imply goals and objectives in such a way that students understand them. Ample instructions are offered, with new information related to past experiences.

Cognitive Demand. Because the complete instructional sheet is cited as Appendix C, only the ratings for the teachers are presented here.

Elementary					High School				College			Mean
A	B	C	D	E	J	K	L	M	X	Y	Z	
6	5	5	6	5	5	5	6	5	5	5	5	5.25

Once again, a similar pattern of ratings emerges. These teachers expect students to understand, comprehend, solve problems, and evaluate; they do not settle for simple recall.

The results from the teacher evaluation scales demonstrate that, regardless of educational level, these 12 outstanding teachers share similar characteristics of warmth, enthusiasm, ability to communicate, and expectations for meaningful learning.

Analysis of Tuckman Teacher Feedback Form

Tuckman (1974) originally designed the teacher feedback instrument to provide teachers with objective observations for their personal use. However, the instrument has proven to be useful as a quantitative tool for researchers. The Tuckman Teacher Feedback Form (T.T.F.F.) is a short, 28-item, semantic differential, which generates scores in four areas: creativity, dynamism, organized demeanor, and warmth and acceptance (T.T.F.F., Appendix D; Scoring Form, Appendix E). Analysis of teacher behavior in those key areas offers a valuable extension of those behaviors measured in the teacher observation scales. Tuckman stated,

> Although the T.T.F.F. is not considered to be a measure of instructional competence, as a measure of a teacher's style or behavior in the interpersonal sphere, there should be a tendency for creativity, dynamism, organized demeanor, and warmth and acceptance in that sphere to be greater in teachers who are more rather than less competent. (1974, p. 4)

The pattern of scores for the superlative teachers seems to substantiate Tuckman's claim.

Creativity. The creative teacher is seen as not only being creative, but also imaginative, experimenting, original, iconoclastic, uninhibited, and adventurous. Students are allowed to do more structuring with this teacher than with a noncreative one. This type of teacher controls by his or her manipulation of the learning enviornment. (Scores for each of the teachers are identified with the same letter key used in the Q Sort. Scores in the mid-30s for each of the T.T.F.F. categories are considered high, as the maximum score is 43 per category.)

Elementary					High School				College			Mean
A	B	C	D	E	J	K	L	M	X	Y	Z	
39	38	35	42	34	24	27	36	32	32	41	30	34.17

Although there are variations in individual scores, these 12 superlative teachers tend to be highly creative.

Dynamism. The dynamic teacher is seen as outgoing, outspoken, bubbly, extroverted, agressive, assertive, and dominant. This person is a personally forceful and commanding teacher. Dynamic teachers do more structuring themselves and allow their students to do less soliciting (i.e., question asking) than do nondynamic teachers.

Elementary					High School				College			Mean
A	B	C	D	E	J	K	L	M	X	Y	Z	
35	35	37	38	33	18	36	31	31	34	38	31	33.08

A remarkably tight grouping of scores (except for teacher 'J'), this category had the lowest mean of the four dimensions. Nonetheless, the scores indicate that these teachers tend to be dynamic and open.

Organized Demeanor. The organized teacher is systematic, purposeful, conscientious, in control, observant, and resourceful. This type of teacher controls in a managerial capacity. Organized teachers require more student responding (to the teacher's questions), and allow students to do less soliciting. Hence, organized teachers do less responding than less organized teachers do.

Elementary					High School				College			Mean
A	B	C	D	E	J	K	L	M	X	Y	Z	
36	30	38	39	37	33	32	33	36	35	36	37	35.17

Another remarkably close pattern of scores, which indicates that these teachers have well-organized approaches to their lessons.

Warmth and Acceptance. The warm, accepting teacher is sociable, amiable, patient, fair, gentle, and achieves "control" by relating to his or her students. Students of such teachers tend to have more positive attitudes toward themselves and school than do students of less warm and less accepting teachers.

Elementary					High School				College			Mean
A	B	C	D	E	J	K	L	M	X	Y	Z	
41	34	42	43	38	39	41	32	39	38	31	36	37.83

This category produced the highest scores for any of the T.T.F.F. dimensions. Three of the elementary teachers and one high school teacher scored above 40. With little doubt, warmth and acceptance seem to be crucial to the success of these 12 teachers.

Only one study to date using T.T.F.F. may be compared to the above findings. Tuckman, Steber, and Hyman (1979) examined elementary, intermediate, and high school principals' perceptions of the teaching styles of effective and ineffective teachers. Their findings showed that in the four dimensions, the means for the most effective teachers were 27.1 for creativity, 27.2 for dynamism, 36 for organized demeanor, and 35.5 for warmth

and acceptance. According to the researchers, the findings of this study suggest that

> elementary principals differ from their counterparts by viewing warmth and acceptance as the essential criterion of effective teaching with dynamism being an undesirable teaching quality. Intermediate principals seem to prefer creativity as a major differentiator, and high school principals favor dynamism more than their counterparts. All three share the emphasis on organized demeanor as a characteristic of effective teachers. (1979, p. 113)

The mean scores of the superlative teachers in the dimensions of creativity (34.17) and dynamism (33.08) are considerably higher than the means for the principals' perceptions of effective teachers. The mean for organized demeanor (35.17) was slightly lower, and the mean for warmth and acceptance (37.83) was higher than those of the principals.

Characteristics of Superlative Teachers

After 14,000 miles of travel, days of observation, interviews, completion of rating forms, and administration of attitudinal scales, are there any threads that tie superlative teachers together? Definitely, yes! Remarkably, the 12 teachers in this study are similar in 10 dimensions, as follows.

Supportive Family Background. All but one teacher said that a family member had given strong support and encouragement when it was needed. Marion Brooks commented, "My mother always looked at teaching as one of the highest qualities. She often said that she could not give us our wants, but she could give us an education and then we could buy our own wants, and that's the way we turned out." Cindy Hebbeler remarked, "What I am today is because of how my parents helped me." Willy Black said, "The major influences on my life have been my parents who, by example, showed me the joys of caring and working with people, and who always allowed me to take the calculated risks of life."

Strong Personal Faith. Although differing in religious orientation, each teacher holds a deep personal faith. This faith may be pursued actively through formal religion. For example, Bob Heyer's pastor wrote, "It staggers my understanding how one man can be so actively, constructively, and persistently involved in so many phases of a congregation's life as Bob." Although the other teachers may not be as committed to formal church activities, each draws from a deep reservoir of faith that helps sustain them in their daily living.

Enthusiasm for Teaching. Enthusiasm for what one is teaching serves as a powerful stimulus for student learning; students are more apt to want to learn when they have an inspiring model who shows deep involvement and excitement in the search for understanding and knowledge.

A parent of one of Sue Talbot's first graders said, "Mrs. Talbot's vivacious, enthusiastic approach to children sets the stage for them to be extremely positive about themselves and learning." And a colleague of Myrra Lee said, "She is refreshingly intelligent, aware, vivacious and concerned, producing an all too rare level of enthusiasm in her students exceeded only by her own."

Self-confidence. All of these teachers are confident in their teaching abilities. They know what they want to achieve in the classroom and they have faith in their abilities to succeed. Jay Sommer asserted, "I'm so convinced of what I want to do and what I am doing that I do not have to examine the 'whys' all the time."

These teachers are not weak individuals--they exude confidence. One of Rosemary Nesbitt's students stated, "Professor Nesbitt knows that she is good and since she is good she is able to portray confidence that spills over into the students. That is the one thing an actor needs all the time. If you do not have confidence you cannot act." In a broader sense, students need confidence in order to learn. Through their positive attitudes, these teachers instill confidence in their students.

Communicative Skills. These teachers are superb communicators. They are highly expressive in nonverbal communication and use of language. Their messages are clearly understood by students. A former student of Gus Silveira's remarked about his teaching, "The clarity and succinct nature of his presentations remain most vividly in my memory. Each lecture was always well prepared and delivered. The pace was rapid and the ideas flowed so smoothly that it was difficult not to get caught in the momentum the lecture had generated."

Socratic in Approach. Rather than spoon-feeding information, these teachers challenge their students to discover their own answers, whether it be in a class of 14 or 1,400. Myrra Lee philosophized, "We cannot be preservers of the status quo. We must light the spark of dedication to an eternal questioning, evaluating, and striving to make better the world around us."

A student of Rosemary Nesbitt said, "Her presentations in class were always thought-provoking and stimulating. She possesses the ability to engage students in heated discussion." And a student of Marion Brooks said proudly, "She lets you work independently--you have to do it on your own."

Warmth. These teachers are a joy to be with. They are gracious people willing to give of themselves to students and others. A guidance counselor noticed about Myrra Lee, "Mrs. Lee is keenly sensitive to people. Her warm humanism makes her loved by many, both students and her own peers. She carries her love of students outside the classroom by frequently inviting students to her home and taking them to community events such as plays and concerts."

Concern for Students. These teachers genuinely care about their students. It makes no difference whether the teacher works with retarded children, or teaches a class of 1,400 students; a strong common denominator is a deep, caring feeling toward their students. They want to help each student feel that he or she can make a worthwhile contribution.

A colleague of Bob Heyer remarked, "Bob's genuine concern for his students gives them a feeling of importance as individuals." One of Gus Silveira's former graduate students said, "If help or guidance was needed, Dr. Silveira was available no matter what the time."

Avoidance of Failure in Students. These teachers do not believe that a certain number of students must fail. In their way of thinking, all students should succeed, and their teaching reflects this positive attitude.

Bob Heyer's principal said, "Bob's philosophy in regard to failure is

that students don't fail but, rather, that we find ways to help all succeed. He asks for low groups to deal with this self-imposed challenge. He also willingly will take troublesome students into his classes to work at a resolution to the problems in question."

Of Laurie Neeper, a colleague said, "Students have been failures all along the line and Laurie restores them. Most teachers come in seeing the children's limitations. Laurie sees their abilities."

Professionalism. Each teacher shows a deep concern for professional development. Additional graduate courses, readings, and participation in workshops and conferences underscore their commitment to renew themselves and improve their teaching.

Sue Talbot said, "I need to keep myself informed of diagnostic techniques and current studies in order to meet the societal challenges and daily commitments I feel to education." One of Gus Silveira's organic chemistry students mentioned, "His quest for knowledge never seemed to end. He was always searching the literature for the latest in chemical synthesis, which was reflected in his lectures." A colleague of Bob Heyer declared, "Although Bob has a thorough knowledge of his subject matter, he is continuously working to improve himself. His quest to improve himself as a better teacher and coach is endless."

Implications for Teacher Education

The 12 teachers in this study are highly critical of their undergraduate preparation. The eight elementary and high school teachers who majored in education made the following comments about their undergraduate teacher education programs.

"Adequate, but not at all inspired."

"I found it too lax--I had hoped for more direct experiences pertaining to the classroom."

"Of the courses taken, I felt that besides the student teaching, only one presented any material or techniques relevant to classroom teaching."

"My teacher preparation courses were very poor, particularly in the area of methods."

"My program was too separated from the actual classroom situation--more practical work would have been more helpful."

"I think it was adequate, although I also think that better preparation in the area of psychology would have been beneficial."

"I felt it did not prepare me in any way for the reality of teaching."

"It has undergone many changes. I feel that the most positive change is in the early experiences given to the education major from the freshman year. By placing students in the classroom earlier, they are experiencing more variety of role models and classroom situations."

The superlative teachers in this study believe that teacher education programs can be improved in many ways. They suggested the following:

1. "Strict requirements in the form of tests (psychological), as well as education before a student would be allowed to enter a college course to prepare for teaching. This should eliminate the need for teacher competency tests later in a teacher's career."

2. "The screening process needs to be emphasized on the students, the supervising teacher, and the professors. We are continuing to have less than highly competent teachers teach teachers to teach...."

3. "Stress developmental levels and growth patterns of children."

4. "More emphasis on setting objectives, supervised teaching by master teachers, familiarity with audiovisual production, computer-assisted instruction."

5. "Less theory and more practice--more hands-on with kids."

6. "Better supervision of student teaching experiences."

7. "Highly recommended teachers should come to class and discuss their approaches to teaching."

8. "Movies should be shown of actual teaching experiences of recognized excellent teachers."

9. "Prospective teachers should student teach at least on an observational level during their second year of college as well as during their senior year."

10. "Colleges should utilize current successful teachers in their education courses both to add insight to the prospective teachers and to help current teachers refine their skills and techniques."

11. "In many instances teachers involved in teacher training have never taught in the lower grades. I believe that it should be required that these teachers spend more time in the lower grades."

12. "More practical (in classroom) time early in the college experience and throughout the four years so that you can put to use (or experiment with) the theories you are learning."

13. "More emphasis on psychology, mental health, group dynamics, human relations, along with the specialization."

14. "I think a high school teacher could profit by some training and experience in an elementary school. I think the reverse is also true."

15. "All teachers in every discipline must teach English if students are to learn to read and write better."

16. "The broad use of objective tests might be examined in terms of cost and value."

17. "Staff teacher education programs with successful teachers who are aware of the real world."

18. "Weed out--early--candidates who do not show promise."

19. "There is a dire need for a revised student-teacher program. Proven master teachers should be prepared to constantly receive students in the student-teaching program. They should be paid adequately for this service. Student teachers should not be allowed to work under any teachers who simply agreed to take them. One year or more of actual student teaching experience should be an absolute requirement for certification."

20. "The college should place the student teacher under at least three different critic teachers who had vastly different approaches to teaching."

21. "Less method, more creative and original thinking in the approach to scholarship and problem solving."

22. "There should be a much closer professional working relationship between faculty involved in teacher education courses and faculty involved in teaching courses in the arts and sciences."

23. "More emphasis on the value of teaching at the highest level of excellence."

Synthesizing these recommendations with my observations, interviews, and ratings of these 12 superb teachers, I strongly urge adoption of the following suggestions to help ensure that teacher education programs produce the excellent teachers that children deserve.

First, develop a demanding, challenging, total educational program for students who would teach. As one of the superlative teachers said, "How can this country justify bar exams for lawyers, stringent requirements for engineers and doctors, and be so lax in requirements for the people who are working with the nation's most precious commodity, its children?" Teacher education programs must strive for excellence.

Another teacher pointed out, "We will never have the respect we deserve until we develop outstanding teachers to replace those we permitted to go through the system when it was felt that anyone could go though the program." According to Lyons (1980), standards today for education students seem low and better students are driven away. If we are to expect quality in future teachers, quality must be inherent throughout the educational program.

Second, recruit for teacher education programs students who already

demonstrate those characteristics of superlative teachers: students who are concerned, self-confident, clear communicators, intelligent, warm, and accepting human beings. Education programs would be far more effective if they enrolled primarily those who show the early signs of excellence in teaching. I believe strongly that if entrance requirements to teacher education programs were raised, better students would be more willing to apply.

Third, teachers who teach in education programs should be models of teaching excellence. As I observed repeatedly in the classrooms of these 12 superlative teachers, students emulate their teachers. If education students are to learn and value the characteristics of superlative teachers, they should be exposed to such individuals. For example, to have an unenthusiastic college professor exhort aspiring teachers to be enthusiastic lends little credence and encouragement to what the professor said. Enthusiasm must be shown if students are to internalize this trait. Students learn most deeply from behavior, in addition to words.

Because excellent teaching may be found in other college or university departments, I urge that students be required to take classes from, or at least to observe, excellent teachers, regardless of their disciplines. I believe that it is more valuable to observe and analyze a superlative teacher offering a course in mythology than to sit through a boring psychology or education teacher lecturing monotonously about learning theory. An effort must be made to ensure that aspiring teachers learn from the best in teaching, no matter what the discipline.

Fourth, outstanding public school teachers should be integrated into teacher preparation programs as models for observation and as guest lecturers in college classrooms. The eagerness of the teachers in this study to share their thinking and open their classrooms to visitors indicates that such teachers can be valuable assets to aspiring teachers. One of the superlative teachers noted, "The liaison between professors and classroom teachers would be mutually profitable to them both."

Fifth, education students should have the opportunities to teach, or at least to observe, during their first two years as well as during their last two years of college. Repeatedly, the need for actual classroom exposure was stressed by the teachers in this study. I share their belief that such an approach offers the best opportunity to develop teaching skills, decide whether one will be interested in pursuing a teaching career, and weed out those who are unsuited. One of the superlative teachers pointed out, "By placing candidates in the classroom at the beginning of the program, you can see how they relate to children and if they can develop good teaching techniques."

Sixth, superlative teachers are strong individuals; they have deep convictions and courage; they take risks. Too often teachers will not take risks. Rather than dare, they think, "The principal won't like it." "What happens if I fail?" "What will parents say?" "I do not think I can do it."

To encourage teachers to develop self-confidence in their abilities, teacher education programs should emphasize activities that stimulate personal reflection and lead to answers that focus on the need to be courageous. Role playing, case studies, appropriate readings, and personalized discussions can be used to achieve this aim. Again, those who teach these confidence-building activities should be models of strength and security.

Seventh, the need for clarity in communicating must be stressed, with emphasis on the unspoken message (which may be as important as the spoken one) as well as on spoken and written messages. Exercises, demonstrations, and

films can sensitize students to the use of gestures, body language, and vocal inflections that can highlight what is being taught. Superlative teachers use these nonverbal techniques with great skill, and aspiring teachers would be well advised to learn to use them also.

In conclusion, this author believes that teacher education programs must move in directions that will encourage, nurture, and develop in aspiring teachers those characteristics that superlative teachers exhibit. No longer should mediocrity be acceptable.

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APPENDIX A: PERCEPTIONS OF SUPERLATIVE TEACHERS ON TEACHER PERCEPTION Q SORT*

Elementary					High School				College			Total	
A	B	C	D	E	J	K	L	M	X	Y	Z		
3	4	3	5	4	7	2	4	6	5	6	3	52	1. Sometimes I feel a need to be authoritarian.
1	4	3	2	3	1	3	4	3	0	3	1	28	2. Sometimes I find it difficult to relate to students.
0	3	0	3	3	0	0	3	3	0	3	1	19	3. I doubt my ability to teach.
5	7	7	7	6	9	10	5	7	6	5	6	80	4. I should be a model for the students.
5	6	6	7	6	6	7	9	6	7	5	6	76	5. I shouldn't be afraid to be wrong once in a while.
4	4	4	8	5	4	6	4	8	6	4	7	64	6. I must be prepared at all times.
4	4	6	1	6	3	3	1	3	3	3	2	39	7. Teachers are worth more than non-professionals.
0	4	0	1	3	3	0	1	4	2	3	0	21	8. Mistakes equal failure.
8	6	10	9	10	10	9	10	10	10	8	9	109	9. I feel enthusiastic about teaching.
8	5	7	8	7	7	9	7	10	7	5	6	86	10. I should be available to students as a friend as well as a teacher.
5	7	6	6	6	7	7	5	6	7	5	7	74	11. Since I am human I realize I make mistakes.
5	8	3	7	7	6	6	8	7	6	6	7	76	12. I must be flexible and willing to accept change--if it is a change for the better.
7	7	5	5	5	5	5	6	4	5	6	5	65	13. Sometimes it is necessary to buck the establishment.
6	6	4	4	6	5	5	6	8	2	4	5	61	14. I should know the structure of my school system.
5	4	4	7	5	2	4	6	4	1	4	4	50	15. Teachers are born--not made.
4	4	2	1	3	2	4	4	2	3	3	2	34	16. If I am an educated person I can teach.
2	1	5	4	4	3	5	3	0	3	3	4	37	17. I always try to fit in regardless of my own feelings.
4	0	3	4	2	4	5	3	4	3	4	5	41	18. I try to avoid taking stands on controversial issues.
4	0	1	2	2	0	5	3	2	3	0	1	23	19. I tend to reject change.
10	5	9	7	8	10	8	6	9	7	7	7	93	20. I feel confident in my role as a teacher.
3	4	4	5	5	5	6	5	4	3	6	4	54	21. Students are anxious.
2	3	6	3	4	4	1	4	4	3	0	3	37	22. Students should please teachers.
8	9	10	9	8	9	9	10	6	9	4	9	100	23. Students are central in the class.
7	8	5	10	8	9	8	9	9	5	8	6	92	24. Teachers must respect their students and their ideas.
5	6	3	5	5	6	7	6	2	6	6	5	62	25. Students have feelings and prejudices which are not necessarily mine.
7	6	8	6	8	8	7	6	1	7	7	7	78	26. The student deserves feedback.
3	3	4	5	4	5	4	3	5	1	4	3	44	27. Students should accept the teacher's word.
4	5	7	6	6	5	3	5	6	8	6	4	65	28. Students should want to get ahead.
2	3	6	5	4	5	1	2	5	4	4	3	44	29. Students should want to do what the teacher says is good for them.
5	5	2	4	5	1	5	2	5	4	5	6	49	30. Grading can be objective.
8	5	5	6	7	8	6	8	8	5	5	5	76	31. Students should participate in goal setting.

*Teacher Perception Q Sort. Copyright 1970 by C.T. Gooding and P.H. Wilbur. Used by permission.

Elementary					High School				College			Total	
A	B	C	D	E	J	K	L	M	X	Y	Z		
7	6	8	6	7	6	8	6	8	7	8	10	87	32. Teaching requires earning the respect of your students.
7	8	6	6	6	6	7	7	7	6	6	5	77	33. Students are human and can make mistakes.
9	9	7	10	10	8	10	9	7	8	7	10	104	34. The teacher helps each member feel he can make worthwhile contributions.
3	7	5	3	4	5	5	5	5	8	8	6	64	35. Hard work is good for students' minds.
9	5	6	7	7	6	6	5	5	5	5	5	71	36. Students are responsible.
4	4	2	4	2	4	5	5	5	4	5	0	44	37. Some students ask silly questions.
2	2	3	2	2	4	2	4	4	2	4	2	33	38. Students who do not regularly attend classes should be punished.
7	9	6	4	4	6	6	7	0	9	6	4	68	39. Probably all students have more capacities than we can reach.
1	3	1	0	1	3	1	1	3	1	2	2	19	40. A certain percentage of students must fail in the long run.
6	10	8	6	7	7	4	6	5	5	10	8	82	41. Education is life.
6	5	5	3	0	4	2	2	5	4	5	4	45	42. We should mold the students' thoughts.
6	6	4	6	5	5	6	7	3	6	2	8	64	43. A teacher can learn the subject matter with the students.
6	10	7	6	9	7	5	5	5	10	10	7	87	44. Education is preparation for life.
3	1	2	2	5	1	4	2	6	4	1	4	35	45. Ideal teaching is objective and absolute.
6	3	7	4	5	2	3	4	6	4	2	5	51	46. Ideal teaching is <u>training</u> a student for a position in life.
6	5	7	4	6	4	6	7	6	4	9	4	68	47. Ideal teaching comes through experience.
6	5	4	3	4	5	3	7	4	6	5	5	57	48. Controversial issues are educational "food."
3	2	5	3	1	3	4	3	5	4	4	4	41	49. Curriculum is the province of experts.
1	2	3	0	0	3	2	0	3	2	3	3	22	50. A teacher who fails a significant number of students has high standards.
9	8	5	8	9	6	7	6	7	7	7	7	86	51. Teachers can learn from their students.
5	7	9	7	7	7	6	5	6	9	9	8	85	52. Teaching is helping students become involved in their world.
4	6	1	5	3	3	4	4	3	4	6	3	46	53. Get tough--then relax.
5	6	8	5	6	8	5	5	7	6	7	5	73	54. Teachers need a broad general background to use in working with students.
4	3	4	3	3	2	3	3	4	5	2	3	39	55. Following the curriculum is the major goal of the teacher.
7	7	6	8	5	6	4	8	7	6	9	6	79	56. Teaching is a give and take proposition.
3	2	5	4	3	4	3	0	1	5	1	6	37	57. Teachers maintain their dignity in all situations.
5	1	5	5	1	4	4	4	2	5	1	6	43	58. Induce a healthy rivalry within the classroom.
10	5	9	9	9	7	8	8	9	8	7	9	98	59. Ideal teaching involves <u>knowing</u> your students and letting them know you.
6	7	4	5	4	5	7	7	1	5	7	8	66	60. A teacher may anger, challenge, or excite students to be effective.

APPENDIX B

Q SORT INSTRUCTIONS

IDEAL TEACHER SELF

The items in this deck of cards represent many teacher attitudes. We would like you to rank the items in categories from "most like" to "least like" you as you see your ideal teacher self. (What you are striving to become as a teacher.)

The categories are ranked with assigned values of ten (10) down to zero (0). Ten (10) means "most like" and zero (0) means "least like" you. You will notice that there is a specified number of cards to be assigned to each level. For example: exactly two (2) cards should be given a value of ten (10) and exactly ten (10) should be given a score of five (5).* Please be careful to adhere to the numbers called for, since it will invalidate your work if a stack has too few or too many cards. No cards may be omitted. Ignore the card numbers--they are merely I.D. numbers.

Please work in the following manner:

1. Consider a card and ask yourself, "As I perceive myself as an ideal teacher, how does the statement on this card relate to me?"

2. Rough sort the deck of cards into three piles: "most like," "moderately like to moderately unlike," and "least like" yourself. (Note: first impressions are important. Do not dwell overly long on any one card.)

3. Rank from high to low the cards in each of the three rough sort piles. After that assign the cards to specific categories beginning with ten (10) for "most like."

4. When you have finished, check the total count in each stack to make sure you have the correct number of cards in each group.

5. After sorting the deck pick the Q sort cards up in sequence, stacking the 10 point cards on top. Secure the stack with a rubber band. Thank you.

---

* To ensure a normal distribution, cards are distributed as follows:

10-2 cards	4-9 cards
9-3 cards	3-7 cards
8-4 cards	2-4 cards
7-7 cards	1-3 cards
6-9 cards	0-2 cards
5-10 cards	

APPENDIX C

COGNITIVE DEMAND

This dimension refers to the level of intellectual activity that the teacher expects from the student.

The teacher who makes a low cognitive demand asks students to remember, recall, or recognize facts or ideas. The student is expected to store certain information in his mind and remember it later.

The teacher who makes a high cognitive demand asks students to understand, comprehend, solve problems, or evaluate.

The rating for cognitive demand should indicate the highest level of intellectual activity that the teacher emphasizes.

Rate this teacher on a cognitive demand continuum.

1	2	3	4	5	6
low cognitive demand				high cognitive demand	

1. Knowledge: The teacher emphasizes coverage and retention of material. Students are expected to recall specific bits and pieces of information, events, actions, or materials previously discussed or read.

2. Comprehension: The teacher asks students to explain or summarize information in their own words rather than recalling the words of the text. Students are not expected to relate the information to other material or understand its fullest implications.

3. Application: The teacher expects students to transfer information, concepts or rules by applying them to specific problems and situations.

4. Analysis: The teacher expects students to identify separate parts of complex ideas and to relate them to other material. The intent is to clarify information and to indicate how the ideas are organized.

5. Synthesis: The teacher expects students to combine and integrate information to form new ideas or new ways of understanding old information. The student is encouraged to manipulate materials and pieces of information to develop new arrangements on his own.

6. Evaluation: The teacher encourages students to make judgments of material and information through a process which requires students to weigh values and alternatives.

APPENDIX D

Person Observed_____
Date_____

TUCKMAN TEACHER FEEDBACK FORM (Short Form)

ORIGINAL	___:	___:	___:	___:	___:	___:	___:	CONVENTIONAL
PATIENT	___:	___:	___:	___:	___:	___:	___:	IMPATIENT
COLD	___:	___:	___:	___:	___:	___:	___:	WARM
HOSTILE	___:	___:	___:	___:	___:	___:	___:	AMIABLE
CREATIVE	___:	___:	___:	___:	___:	___:	___:	ROUTINE
INHIBITED	___:	___:	___:	___:	___:	___:	___:	UNINHIBITED
ICONOCLASTIC	___:	___:	___:	___:	___:	___:	___:	RITUALISTIC
GENTLE	___:	___:	___:	___:	___:	___:	___:	HARSH
UNFAIR	___:	___:	___:	___:	___:	___:	___:	FAIR
CAPRICIOUS	___:	___:	___:	___:	___:	___:	___:	PURPOSEFUL
CAUTIOUS	___:	___:	___:	___:	___:	___:	___:	EXPERIMENTING
DISORGANIZED	___:	___:	___:	___:	___:	___:	___:	ORGANIZED
UNFRIENDLY	___:	___:	___:	___:	___:	___:	___:	SOCIABLE
RESOURCEFUL	___:	___:	___:	___:	___:	___:	___:	UNCERTAIN
RESERVED	___:	___:	___:	___:	___:	___:	___:	OUTSPOKEN
IMAGINATIVE	___:	___:	___:	___:	___:	___:	___:	EXACTING
ERRATIC	___:	___:	___:	___:	___:	___:	___:	SYSTEMATIC
AGGRESSIVE	___:	___:	___:	___:	___:	___:	___:	PASSIVE
ACCEPTING (people)	___:	___:	___:	___:	___:	___:	___:	CRITICAL
QUIET	___:	___:	___:	___:	___:	___:	___:	BUBBLY
OUTGOING	___:	___:	___:	___:	___:	___:	___:	WITHDRAWN
IN CONTROL	___:	___:	___:	___:	___:	___:	___:	ON THE RUN
FLIGHTY	___:	___:	___:	___:	___:	___:	___:	CONSCIENTIOUS
DOMINANT	___:	___:	___:	___:	___:	___:	___:	SUBMISSIVE
OBSERVANT	___:	___:	___:	___:	___:	___:	___:	PREOCCUPIED
INTROVERTED	___:	___:	___:	___:	___:	___:	___:	EXTROVERTED
ASSERTIVE	___:	___:	___:	___:	___:	___:	___:	SOFT-SPOKEN
TIMID	___:	___:	___:	___:	___:	___:	___:	ADVENTUROUS

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APPENDIX E

Observer_____

Person Observed_____
Date_____

TUCKMAN TEACHER FEEDBACK FORM--FEEDBACK SUMMARY SHEET

A. Item Scoring

1. Under the last set of dashes on the sheet of 28 items, write the numbers 7-6-5-4-3-2-1. This will give a number value to each of the seven spaces between the 28 pairs of adjectives.

2. Determine the number value for the first pair, Original-Conventional. Write it into the formula given below on the appropriate line under Item 1.

   For example, if you place an "x" on the first dash next to "Original" in Item 1, then write the number 7 on the dash under Item 1 in the summary formula below.

3. Do the same for each of the 28 items. Plug each value into the formula.

4. Compute the score for each of the 4 dimensions in the Summary formula.

B. Summary Formula and Score for the Four Dimensions

1. Creativity
   Item (1 + 5 + 7 + 16) - (6 + 11 + 28) + 18
   (_ + _ + _ + __) - (_ + __ + __) + 18 = ____

2. Dynamism (dominance and energy)
   Item (18 + 21 + 24 + 27) - (15 + 20 + 26) + 18
   (__ + __ + __ + __) - (__ + __ + __) + 18 = ____

3. Organized Demeanor (organization and control)
   Item (14 + 22 + 25) - (10 + 12 + 17 + 23) + 26
   (__ + __ + __) - (__ + __ + __ + __) + 26 = ____

4. Warmth and Acceptance
   Item (2 + 8 + 19) - (3 + 4 + 9 + 13) + 26
   (_ + _ + __) - (_ + _ + _ + __) + 26 = ____

THE SEARCH FOR EXCELLENCE IN TEACHING: AN ANNOTATED BIBLIOGRAPHY

by I. David Glick

There is a rich and varied literature on the topic of teaching excellence and effectiveness. From my first attempt to put together this annotated bibliography, I knew I was in for a rough go. My original work for Action in Teacher Education, the journal of the Association of Teacher Educators, should have told me that once again I would be facing an enormous collection of writings, researches, and wranglings. I was not disappointed. I have read, assessed, and puzzled over more than 1,300 articles written just in the past three years in producing this rather modest sub-collection.

Some of the psychological and emotional stages I went through to glean this small collection offers a perspective on my results. First, it took three months of intense activity to collect, catalog, read, and assess the articles. After I read what was available, I was very depressed. Why? Because my graduate school training had prepared me to be wary and cautious of all but hard data articles with tight designs and irrefutable analyses. Well, there is not that much unquestionable, conceptually tight, incontrovertible research around. Humility is the watchword on this topic of knowing what is effective, what is excellent, and what matters!

Second, if we were to discount all descriptive studies, narrations, analogies, and perception surveys and stick with process-product research alone, there would be considerable reason to remain virtually mute on this topic. Only tentative conclusions may be advanced about the effects on student achievement of such variables as praise, proximity control, directness, pacing, wait time, clarity, criticism, questioning skills, and behavior modification. Rather than collect individual researches on these topics, I have incorporated several reviews of researches within specific annotations of studies that struck me as potentially the most powerful and stimulating.

Third, I have attempted to include items from a range of authors, journals, books, and monographs that speak to the topic from several perspectives. Some are humorous; some ennoble; some are depressing; and some are exulting. These are presented in alphabetical order by author.

Finally, I wish to admit that I do not know what constitutes the "essence of excellence in teaching." I have come across hints, glints, and glimpses of this complexity, but it is much more diverse than my capability to describe it. Like the ocean, it is an awesome idea--and worth reaching out for.

Abrell, Ron. "Mr. Sherlock Holmes: Teaching Exemplar Extraordinary." The Clearing House 52, 9 (May 1979):403-7, published by Heldref Publications, Washington, D.C. (ERIC No. EJ 202 529.)

What made the great detective Sherlock Holmes an extraordinary teacher? Surely in films the master deducer, as portrayed by Basil Rathbone, is recognized for his quickness, his ability to make magnificently insightful leaps and to far outstrip the perceptual skills of everyone about him as each attempts to unravel the facts surrounding a dastardly deed. Abrell enchants the reader with a description of Holmes' intellect, his understanding of human beings, his commitment and passion for his chosen career, his gentleness to those requiring support and compassion, and his unswerving devotion to the pursuit of truth. Such attributes are not only embodied in the eminent Sherlock Holmes, but are easily understood as hallmarks of those rare and truly exceptional teachers everyone should be privileged to know.

Barr, Ronald E., and Krueger, Thomas J. "Student Evaluation of Teacher Performance in a Multisection Graphics Course." Journal of Industrial Teacher Education 15 (Spring 1978):17-26, published by Temple University, Philadelphia. (ERIC No. EJ 184 474.)

Forty-two sections of a graphics course comprised of 1,186 students participated in an evaluation of teacher performance. The study found that sex, grade-point average, and students' academic class standing had no effect on teacher evaluations; nor did expected grades or the time of day during which the class was offered have any effect. The highest correlations, all above 0.82, were on teacher behavioral qualities such as ability to motivate students to do their best work (0.93), ability to communicate (0.89), willingness to help students (0.84), and enthusiasm for subject matter (0.82). Additional positive correlations, all at the 0.81 level, were found in the general area of instructional abilities, including suitability of homework and tests, relationship of course objectives to other materials, organizational ability, and preparation.

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"Best Earth Science Teacher Awards." Journal of Geological Education 23, 4 (Fall 1975):140-3; and 24, 4 (Fall 1976):126-7, published by the National Association of Geology Teachers, Racine, Wis. (ERIC Nos. EJ 140 155 and EJ 147 124.)

In 1975, thirteen teachers received the Best Earth Science Teacher Award, and in 1976 seven more teachers were given this same accolade. Using a highly inferential, subjective process, this reviewer read the descriptions of each of these teachers and tried to distill the common ingredients that seemed to classify this group as superb educators. Consistently, the descriptions of these 20 outstanding teachers included the following four points: They were creative; they were committed to encouraging students to be independent and self-directed learners; they were enthusiastic about their subjects; and they were devoted

overwhelmingly to laboratory and investigative field work for the learning experiences in their courses. Two extraordinary learning activities were a 15-mile backpacking trip and a 52-day, 13,000-mile, outdoor field investigation. The teachers were described as exciting, innovative, and inventive, which again are personal attributes that fit with perceptual findings noted in this bibliography.

Bonnici, Charles A. "Two Personalities of Teaching." English Journal 67 (September 1978):48-50, published by the National Council of Teachers of English, Urbana, Ill. (ERIC No. EJ 190 229.)

Two kinds of teacher personalities--the "mechanic" and the "artist"--are described in this article. Bonnici depicts the mechanic as a skilled, adaptive, structured, efficient, and organized artisan, while the artist is seen as surprising, insightful, intriguing, oriented toward discovery, and somewhat disorganized. Departments are viewed as needing both personalities, and although the two kinds may often be at swords' points, each personality can learn much from the other. The mechanic needs to become open to change and adjustment while the artist requires greater goal orientation and instructional continuity.

Previously published in Action in Teacher Education 2, 1 (Winter 1979-80):55-66, published by the Association of Teacher Educators, Washington, D.C. (Permission to reprint these materials was received from Dr. John Sikula, editor.)

Brodinsky, Ben. "Ma Haynes of Old Saybrook." Today's Education 68, 1 (February-March 1979):62-4, published by the National Education Association, Washington, D.C. (ERIC No. EJ 205 542.)

This article describes a respected, revered educator, who reached mandatory retirement, and the ensuing dispute over the regulations that forced her to resign. Ms. Haynes' friends and former students rallied with descriptions of her as a person and of her contributions as their teacher. She was portrayed as warm, understanding, endlessly patient, creative, and energetic. Even when she became a senior staff member, she took on additional duties and carved out new opportunities for her students; she encouraged them to achieve their highest capacities. This exceptional senior educator is described as a kind disciplinarian who remained not only devoted to her students, but endlessly enthusiastic about her teaching and subjects.

It is simply impossible to dismiss descriptive data when they are so overwhelming in number, kind, and diversity of educators from elementary school through college. These data are admittedly highly inferential and cannot be translated easily nor immediately--if at all--into components for training new teachers. One's expertise after years of service is different from that of novices. Outstanding senior educators become more comfortable with themselves, their students, and the day-to-day uncertainties. Yes, they may become seasoned, but they also can remain vigorous, creative, and innovative. The highly effective teacher appears to reach for and embrace new experiences each year rather than simply repeat that first year's experience year after year. The exceptional teacher remains active in the educational process and continually becomes more effective as the years slip by.

Brophy, Jere E. Advances in Teacher Effectiveness Research. Occasional Paper No. 18. East Lansing, Mich.: Institute for Research on Teaching, Michigan State University, April 1979. 28 pp. (ERIC Document Reproduction Service No. ED 173 340.)

Research means to look again carefully and diligently at facts, laws, and theories in light of new facts and hypotheses. Brophy's conclusions about whole class instruction, deliberate pacing, sparing use of praise (or positive stroking as I call it), and orderly procedures as useful practices that lead to mastery of basic skills in the early elementary grades take me back 40 years to my experience in grades one through three. This is how my classmates and I were taught our letters, penmanship, spelling, sums, times-tables, colors, shapes, vocabulary words, and music. The whole class worked as a unit on each task in its appointed turn, and the teacher helped us individually when we mispronounced or misspelled a word or colored outside the lines. Instead of verbally acknowledging our individual contributions in front of our classmates, the teacher would display the neatest, most presentable papers for all of us--and our parents--to see. That was quite an honor.

To avoid becoming more personally involved in reviewing this synthesis of research on effective teaching, I turned to Eleanor Ashton's article, "Super Teacher Defined" (Early Years, vol. 11, January 1981, p. 13). Ashton recounted what third graders said about what makes a good teacher. These youngsters liked it when the teacher taught the whole class and expected the best efforts from each of them. They respected the teacher who kept his or her composure, who did not play favorites, and who was helpful in assisting individuals to improve their previous best efforts. They disliked a teacher who paid attention to tattletales, and they felt badly when the teacher poked fun at them.

Brophy has done a great service in his review of the research literature by redirecting the focus of attention to effective practices that were once the norm, and to those teacher skills and demeanors that Ashton's third graders found to be acceptable and helpful.

Bullough, Robert V., Jr. "Would Gary Cooper Have Been Certified?" Peabody Journal of Education 56, 2 (January 1979):140-3, published by George Peabody College for Teachers, Nashville, Tenn. (ERIC No. EJ 202 383.)

Gary Cooper portrayed western heroes who were models of decency, decorum, humility, and conviction. He played characters whose straightforward goodness and honesty were worthy of emulation. His characters lived decent lives, imbued with noble purpose and integrity, adventure and promise. They stood as role models as do many other charismatic figures.

These romantic, high ideals are difficult to dissect into components that can be taught directly. These ideals are not competencies in terms of skill and ability; they constitute a spirit, an affective disposition, an attitude for complete living. A parallel, tongue-in-cheek question as to certifiability could be addressed to many others--Marian Anderson, Trygve Lie, Albert Schweitzer, Ralph Bunche, U Thant, and Eleanor Roosevelt--whose lives have uplifted many to visions of being better people. So, applause, appreciation, and gratitude to those men and women in the arts and sciences, public service, and human services who have taught others by their example to be better persons than they thought possible. And, thanks to Bullough who makes the education reader realize

that not all teaching excellence nor all important lessons come through the schools or from classroom teachers. Lives that are worth emulating are everywhere. They serve as role models for excellence in living, and therefore are examples of excellence through indirect presentation.

Coker, Homer; Medley, Donald M.; and Soar, Robert S. "How Valid are Expert Opinions about Effective Teaching?" Phi Delta Kappan 62, 2 (October 1980):131-4, 149, published by Phi Delta Kappa, Bloomington, Ind. (ERIC No. EJ 232 116.)

In this eyebrow raiser, several sacred teaching canons are brought into question. From a two-year study using four different observational instruments in 100 classrooms and testing the students with three criterion measures, the authors noted at least five variables that relate to decline in achievement. At the same time, six teacher behaviors were found to be related to increased achievement. One of the behaviors--the use of praise (in some settings)--which perhaps has been taken too much for granted as being a universally appropriate tool for inducing students to greater performance, was found in some cases not to be connected to positive results.

This study deserves further attention because of its revelations that such seemingly simple things as listening to students and respecting their right to speak are positively related to increased achievement (in some settings). I caught myself smiling at their finding that it is desirable for a teacher to bring students into the process of organizing and planning lessons. I recall from my undergraduate days, when I was preparing to be a core curriculum teacher, my professors all stressed the desirability of including my junior high students in the organizational activities preceding an instructional unit.

This important article deserves careful assessment and analysis, as it calls into question several widely held assumptions about the effective teacher's repertoire, which may be dysfunctional rather than enabling in specific contexts.

Firestone, Glenn, and Brody, Nathan. "Longitudinal Investigations of Teacher-Student Interactions and Their Relationship to Academic Performance." Journal of Educational Psychology 67 (August 1975):544-50, published by the American Psychological Association, Washington, D.C. (ERIC No. EJ 125 180.)

The observers in this study watched 79 kindergarten pupils for a year followed by an additional half year after they entered the first grade. Student/teacher interactions were recorded on the Flanders Interaction Analysis Instrument every five seconds for two-hours every three weeks. There was 89% agreement among observers on the observations. To analyze the data, the researchers used a blocking design for intelligence. Their results showed that (1) students who received negative teacher feedback during the last half of kindergarten did significantly less able work in the five areas measured by the Metropolitan Achievement Test, and that (2) students who received positive teacher feedback had significantly higher achievement scores on the same instrument.

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Washington, D.C. (Permission to reprint these materials was received from Dr. John Sikula, editor.)

Ford, Margaret L. "Excellence in Teaching: What Does It Really Mean?" Paper presented at the International Conference on Improving University Teaching (Sixth Conference), 9-12 July 1980, Lausanne, Switzerland. 20 pp. (ERIC Document Reproduction Service No. ED 196 325.)

Superior teachers possess 10 distinct attributes, according to Ford. Several of these components are discussed in dozens of other papers and articles on this same subject. However, two of Ford's notions are slightly different from those listings usually encountered in essays on teaching excellence--faculty and staff familiarity with their institution's mission, and the imperative to devote the time needed to expand one's knowledge about the craft and artistry of effective instruction. It is helpful to be reminded of the value of keeping the institution's purposes and entitlements, its clientele, and its emerging directions constantly in mind. By placing individual personalities, skills, and endeavors within the larger institutional picture, educators can assess more realistically and accurately their contributions to the larger enterprise. This can be a humbling and challenging experience.

Ford's expression of the need to consistently expand one's knowledge and repertoire of effective teaching skills and abilities is so refreshing. Some teachers reach into their quivers and can pull out but one arrow--over and over again. How dull that must be for them as well as their students! Even if a novel approach does not result in a measurable student gain, it may bring affective rewards just because it is more pleasant and refreshing than that which is tried and true, but is now a bit tattered.

Goldsmid, Charles A., et al. "Perceived Attributes of Superior Teachers (PAST): An Inquiry into the Giving of Teacher Awards." American Educational Research Journal 14, 4 (Fall 1977):423-40, published by the American Educational Research Association, Washington, D.C. (ERIC No. EJ 184 142.)

This study included analyses of 2,900 teaching-award nominations, submitted by more than 900 nominators, and distilled to 35 categories. The findings are comparable to those in countless similar investigations; that is superior teachers are described as conscientious professionals who are enthusiastic and concerned for student achievement. However, this article contains another element that is worthy of reflection--a listing of possible confounding factors that may affect this or any similar study. A sample of these possible sources of contamination follows: past levels of student academic achievement, prior expectation(s) about a course or an individual instructor, scheduling and pacing of examinations and out-of-class assignments, and the degree of congruence between preferred teaching and learning styles. Goldsmid and his colleagues are to be commended not only for the data they present, but for the intervening factors and the accompanying admonitions they ask their readers to consider when assessing findings from survey investigations on perceptions about excellent teachers and the attributes they display.

Hill, Nancy K. "Scaling the Heights: The Teacher as Mountaineer." The Chronicle of Higher Education 20, 16 (16 June 1980):48. Published by the Chronicle of Higher Education, Inc., Washington, D.C.

This article is cast as a marvelous analogy. Imagine yourself almost dangling and feeling quite insecure at the end of a strong rope while a professional mountaineer looks down at you from a height that seems simultaneously near and yet distant. You recognize that the professional is far more able and skillful than you, that an essential partnership must hold if you are both to survive, and that your leader must instill in you the confidence and willingness to scale the remaining heights. You realize the risk, that a great effort must be made to achieve the final summit, and that standing on the top will provide you with an exultation and sense of achievement that will be difficult to match. The image that Hill portrays in this well-written article can be appreciated intellectually and emotionally. It calls forth from deep within an emotional recognition of the exhausting and demanding efforts required to achieve worthwhile objectives; master teachers continuously urge students to comprehend intellectually and struggle toward demanding goals.

Irvine, David J. "Factors Associated with School Effectiveness." Educational Technology 19, 5 (May 1979):53-5, published by Educational Technology Publications, Inc., Englewood Cliffs, N.J.

Irvine asserts that effective school professionals can be identified because they exhibit certain behaviors in common. They stress intellectual development. These teachers show positive regard for their students, their potentials, and their capacities to achieve. Such faculties are predominantly sensitive, warm, and are predisposed to support and reward rather than to belittle and punish. This description parallels other essays that fall into the sample of attribution studies in this bibliography. The challenge in this article is the same as that posed by many others: Can the attributes be isolated for empirical study, verification, and generalization? The claims are a priori credible, but can they be measured, quantified, and taught?

Kennedy, John J., et al., "Additional Investigations into the Nature of Teacher Clarity." Journal of Educational Research 72 (September-October 1978):3-10, published by Heldref Publications, Washington, D.C. (ERIC No. EJ 197 127.)

In this study to isolate teacher behavior associated with clarity in teaching, 1,263 students in Columbus, Ohio; Memphis, Tennessee; and in Perth and Sydney, Australia, responded to two 34-item listings of behaviors that teachers exhibit. Multiple correlations of 0.80 or higher were found for all groups. According to these students, teachers who explain lessons clearly use skills that include the following: (1) simple explanations, (2) deliberate pacing and provision for sufficient time for students to organize their thoughts, (3) frequent use of examples and repetitions, and (4) frequent questioning of students' understanding of material (comprehension checks). This study supported the results of an earlier study and showed that a pattern of clear teaching is consistent regardless of geographic location.

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Land, M.L. "Teacher Clarity and Cognitive Level of Questions: Effects on Learning." The Journal of Experimental Education 49, 1 (Fall 1980):48-51, published by Heldref Publications, Washington, D.C. (ERIC No. EJ 239 590.)

This study lends support to one of the variables discussed by Rosenshine and Furst in their chapter, "Research on Teacher Performance Criteria," in Research in Teacher Education, edited B. Othanel Smith (Englewood Cliffs, N.J.: Prentice-Hall, 1971).

Land found negative effects for teacher verbal behavior that was vague, circuitous, and interspersed with "uh's." He found positive effects for teacher verbal behavior that was limited to specific statements on academic content and clear, unambiguous transitions. In the research review by Rosenshine and Furst on the clarity issue, the significant correlations ranged from 0.37 to 0.71. It appears that Land's findings further anchor and support the variable "clarity" as central in instruction at more than one grade level and for different kinds of students.

Machlup, Fritz. "Poor Learning from Good Teachers." Academe: Bulletin of the AAUP 65, 6 (October 1979):376-80, published by the American Association of University Professors, Washington, D.C. (ERIC No. EJ 211 247.)

This intriguing article asserted not only that students are not the best judges of the content to be taught, but also that instruction by highly effective and outstanding educators may inhibit necessary learning. The central idea is that an exciting, enthusiastic, careful, and intelligent presentation may give rise to excessive optimism on the part of students, who believe that they know more about the subject than they really do. Machlup encourages teachers to make sure that, while they aspire to excellence in all things in their classes, they should not tell their students everything they need to know; thereby the teacher creates the need for students to do the requisite reading and homework, which becomes indispensable to the objectives of the course. Machlup added eight suggestions on how to prepare lectures that will motivate students to go beyond the course textbook.

Not only did I find the article to be well-crafted and provocative, but it brought to mind an article published several years ago in the book Studying Teaching (Englewood Cliffs, N.J.: Prentice-Hall, 1967), by James Raths, John R. Pancella, and James Van Ness. The article that parallels Machlup's main theme was "Motivation: The Educator's Dilemma" by Walter B. Waetjen (pp. 433-50). Waetjen contended that a teacher must be careful to avoid teaching materials that are too familiar as well as materials that are totally foreign to the students. Waetjen advised, as does Machlup, that the promotion of inquiry and the furtherance of intellectual curiosity are achieved when teachers provide just enough stimulation to induce independent inquiry and investigation.

Massey, T. Benjamin. "Strategies for Improving Teaching: An Opening Address on the State of the Art." Paper presented at the State Board for Higher Education Conference on Good Undergraduate Teaching, 10 November 1978, Catonsville Community College, Catonsville, Md. 20pp. (ERIC Document Reproduction Service No. ED 164 028.)

Can peer educators, curriculum units on learning how to learn effectively, and adaptations of research findings from cognitive-style studies enrich and add vigor to undergraduate collegiate instruction? This paper calls for these tactics to be incorporated into plans for instructional improvement. Olivia N. Saracho and Bernard Spodek invited consideration of cognitive preference as a fruitful area for investigation in enhancing instruction in grade schools as well. Their article, "Teachers' Cognitive Styles: Educational Implications" (The Educational Forum 45, 2, January 1981, pp. 152-9), gave a supportive echo to one of Massey's calls. Instead of a reorchestration of materials, groupings, pace, and presentation modes as facilitative devices for meeting individual needs, it might be far more productive to consider deliberate matching and cross-matching (in some cases) of teachers' cognitive preferences with students' intellectual dispositions.

McKeachie, Wilbert J. "Student Ratings of Faculty: A Reprise." Academe: Bulletin of the AAUP 65, 6 (October 1979):384-97, published by the American Association of University Professors, Washington, D.C. (ERIC No. EJ 211 249.)

Evidence supports the contention that highly rated teachers do bring about achievement, according to this article, and effective instructors facilitate student attainment of educational goals. Enthusiasm continues to appear as a crucial ingredient in assessments of exceptional teachers. Extroversion coupled with a warm presence are personal characteristics that receive high ratings in many studies. Teachers who are dynamic and friendly, and who are acknowledged as highly intellectual, also receive the best ratings in many investigations. Additional research should focus on the relationship between achievements and class preparation, manner of presentation, and management techniques. Whatever the specific student achievement in individual courses, there appeared again in this study an aggregate of descriptors that students continue to express as their beliefs about what makes a teacher superior. While a belief system can be self-fulfilling, the attributes that McKeachie recounted in this carefully considered article parallel the same teacher effectiveness characteristics found in dozens, if not hundreds of other articles: stimulating, clear, fair, knowledgeable, friendly, enthusiastic, and respectful of others' opinions. Such a list is a virtual scout code applicable to any teacher at any level, and one cannot avoid bumping into these descriptors time and time again. They will serve well for the interim while causal relationships are established more firmly through experimental, process-product investigations.

Medley, Donald M. "Closing the Gap Between Research and Teacher Effectiveness and the Teacher Education Curriculum." Journal of Research and Development in Education 7 (Fall 1973):39-56, published by the University of Georgia, Athens. (ERIC Document Reproduction Service No. ED 148 731.)

Considerable time and distance exist between the real and the ideal: More than seven decades of research and writing have been devoted to lifting the fog that surrounds several questions of what defines teacher effectiveness. Medley used an 1896 study as his point of departure for his conclusion with the devastating assertion that the accumulated data can be reduced to 11 uncertain variables that may hold some promise. A specific discussion and the background research of the e 11 components are clearly and thoughtfully set out in Research in Teacher Education, edited by B. Othanel Smith for the American Educational Research Association (1971), in chapter 3 by Rosenshine and Furst. The Rosenshine and Furst chapter coupled with chapter 4 in Teachers Make A Difference, by Thomas L. Good, Bruce J. Biddle, and Jere E. Brophy (Holt, Rinehart and Winston, 1975), which presents research specifically directed at elementary, secondary, and higher educators, are essential to appreciating Medley's long-view evaluation of those differences that may matter in terms of student achievement.

If one accepts three of Medley's principles--the improbability of a finite effectiveness set for all educators in all contexts; the rejection of folk wisdom, which says that effective teaching can be recognized intuitively when it fortuitously occurs, but its components cannot be separated for replication and validation; and the multidimensional nature of effectiveness--then we have hope! I am struck with the following postulates in his article:

1. Research must focus on useful arrays of skills across time, in varying circumstances, and for different collections of learners.
2. Such investigations likely will result in appropriately cautious prescriptions for practices that hold the highest promise, if used with reasonable professional discretion and care. This notion speaks to optimum approximations rather than ironclad guarantees of precipitating out an elixir that will cure all teaching and learning ills. How wise!
3. If the preceding principles and postulates are accepted, then the professional educator is placed squarely in a professional culture of inquiry, active research, assessment, adjustment, and further inquiry. The practitioner becomes one with the research process that advances the knowledge base of professional practice that reasonably engages learners in activities best designed to enable the attainment of educational objectives.

Medley, Donald M. "Indicators and Measures of Teacher Effectiveness: A Review of the Research." Paper presented in 1971. 29 pp. (ERIC Document Reproduction Service No. ED 088 844.)

Medley was concerned about variables that likely are believed to be effective but that appear to have little or no effect on achievement. He detailed several ideas for fruitful research that since this speech have been verified by two or more useful studies: (1) type and difficulty level of teachers' questioning skills, (2) absence of burdensome amounts of teacher criticism, (3) teacher acceptance rather than encouragement of pupil comments, (4) teacher enthusiasm, and (5) teachers' statements dealing with course objectives and class activities.

Two items that seem to have had little or no effect on achievement to date include the praise-approval-warmth approach and the degree of

teacher indirectness as assessed by the Flanders Interaction Analysis technique. It is clear from this 1971 paper that Medley was concerned with the broad question of causal relationships between teacher behaviors and student achievement. From my review of the literature for this bibliography, it is apparent that the late '60s and early '70s were a time of considerable fomentation in the area of establishing researchable questions on the process-product theme.

Mishara, Shitala P. "Correlates of Effective Teaching as Measured by Student Ratings." Journal of Experimental Education 49, 1 (Fall 1980):59-62, published by Heldref Publications, Washington, D.C. (ERIC No. EJ 239 593.)

This article both provides its own findings and includes an informative recapitulation of work reported by Costin, Crawford, and Bradshaw, Gadzella, and Deshpande. I was particularly struck with the straightforward organizational format for reporting these studies. The findings from Mishara's work showed that the ratings on 50 instructors by more than 1,600 students using a 23-item instrument, which was developed from a pool of 227 items, resulted in four attributes employed by effective teachers: (1) motivation that promoted a commitment to further learning, (2) an arresting variety of presentations, (3) clear, straightforward explanations, and (4) maintaining instructional activities directed toward the achievement of course objectives.

These findings (with a correlation of 0.85 on the instrument itself) are congruent with other discussions I have encountered on the matters of clarity, organization for motivation and curiosity, and variety of instructional procedures and formats.

Ornstein, Allan C., and Levine, Daniel U. "Teacher Behavior Research: Overview and Outlook." Phi Delta Kappan 62, 8 (April 1981):592-6, published by Phi Delta Kappa, Bloomington, Ind. (ERIC No. EJ 242 430.)

If you are looking for a snapshot of the current discussions and directions in teacher behavior research, here it is. Side by side, with precise explanations and provocative transitions between them, are Rosenshine and Furst's promising eleven variables and comments from Heath and Nelson who say otherwise. Other paragraphs discuss Medley's notions about time on task, the Beginning Teacher Evaluation Studies (B.T.E.S.) on the same topic, Brophy on praise, and suggested classroom discipline and management techniques. The title of this article accurately reflects its content.

Redefer, Frederick L. "To Teach Youth Better." Improving College and University Teaching 23, 4 (Autumn 1975):246-7, published by Oregon State University Press, Corvallis. (ERIC No. EJ 128 008.)

Redefer contends that especially distinguished teaching should emphasize the goal of encouraging students to confront their personal behaviors. While positive, personal skills and traits are undoubtedly of merit for the exceptional teacher, in sum, they may be less significant than their capacity to cause students to engage in introspective analyses of their beliefs, values, and understandings. The reader should appreciate this reminder of that aspect of teaching excellence. One forgets all too

often that self-knowledge and the reconstruction of perceptual and intellectual capacities are far more poignant than the acquisition of specific skills, which may be outdated by new technologies. Confrontation with one's individuality is surely higher-order learning at the upper reaches of the cognitive and affective domains.

Roberts, Churchill L., and Becker, Samuel L. Communication and Teaching Effectiveness... A Quantitative Study of Verbal and Nonverbal Communications in Vocational Education Programs in the State of Florida. Final Report. Tallahassee, Fla.: Florida State Department of Education, Division of Vocational, Technical, and Adult Education, June 1973. 200 pp. (ERIC Document Reproduction Service No. ED 096 708.)

For eight months in 14 counties, two trained observers watched teachers for each two-day period of observation. Again, the findings speak to the importance of enthusiasm, self-confidence, some use of praise and informal banter with students, and allowance of sufficient time to provide clear, personal explanations of the material to individual students. The subjects in the study were vocational educators in secondary schools, community colleges. and vocational-technical schools. The most effective teachers in this study were described as being dynamic, willing to have direct contact with individual students, having superior instructional skills, and willing to establish a pleasant learning environment through the use of praise and banter.

Schwartz, Lita Linzer. "Criteria for Effective University Teaching." Improving College and University Teaching 28, 3 (Summer 1980):120-3, published by Heldref Publications, Washington, D. C. (ERIC No. EJ 230 598.)

To seriously argue with the five or six main points set forth in this listing of essentials for effective university teaching would be tantamount to being disagreeable about apple pie, flag, and country. I cannot nor will not try to second-guess the patently good sense evident in Schwartz's admonitions to be organized, stimulating, clear, conversant with the latest and best scholarship in one's field, and respectful of one's students. The issue(s) that this article calls to mind is one of acceptance--how to effectively encourage the adoption of these attributes by higher educators who neither possess nor give little indication of wanting to possess and use these skills. Surely, nothing is particularly objectionable about such a list, but one is compelled to ask, how do you get there from here if you are not yet there? And, if you do get there, will the difference that makes a difference matter? (Dr. Kenneth Hovet, Curriculum Theory course notes, University of Maryland, Fall 1965). This question lies at the heart of the challenge to research--to provide educators with a verified knowledge base of those practices most likely to result in enhanced student achievement. However, the debate continues: One side argues that codifying effective behavior will lead to more effective training programs and practices, while the other side believes that such research holds little promise for subsequent professional development and improved teacher efficacy. A commentary on this debate was written by Robert A. Segal in his backpage essay in the Chronicle of Higher Education entitled, "What is Good Teaching and Why is There so Little of It?" (vol. 19, n. 21, 24 September 1979).

Sherman, Barbara R., and Blackburn, Robert T., "Personal Characteristics and Teaching Effectiveness of College Faculty." Paper presented at the annual meeting of the American Educational Research Association, April 1974, Chicago. 20 pp. (ERIC Document Reproduction Service No. ED 089 620.) In this study, 108 faculty were assessed by 1,500 students using a semantic differential technique. A multiple correlation of 0.88 was obtained for the instrumentation using three protocols to collect data. The study lasted for more than a year. The findings showed that competent persons exhibited "common sense and down-to-earth approaches" in their teaching and that they were personally sensitive and friendly. Additional desired characteristics were dynamic personality and considerable expertise in one's specialized field of knowledge. This article which includes an excellent bibliography for further reading, is one more perceptual kind of study that highlights personal characteristics attributed to highly effective college educators.

Teague, Gerald V. "Metamorphosis of a College Instructor." College Student Journal 14, 3 (Fall 1980):293-5, published by Project Innovation, Chula Vista, Calif. (ERIC No. EJ 233 844.)

It is interesting when a self-proclaimed novice teacher, with no background in professional teacher education, can discover the methods and principles that have been part of effective teacher education curricula for several decades. In this autobiographical article, Teague learned without formal training to believe in and be enthusiastic about his subject materials, why and how to prepare legible, readable materials, and the importance of improving his skills in using class time effectively. He learned that having predictable lessons that follow a syllabus was necessary, and that assessing student understanding as the course progressed, while incorporating student experiences and ideas as part of class discussions and procedures, also held him in good stead. This particular teacher had the added luxury of being able to experience self-assessment and the concomitant discovering of personal deficiencies while maintaining employment. Those who teach in public elementary and secondary schools often cannot afford such luxury, nor do school districts regularly offer extended opportunities for self-discovery. Nonetheless, self-discovery is an effective way to learn if one has the confidence and capacity to undertake rigorous self-assessment of feelings and insights, while being given the support to grow toward increased competence from that understanding. This is an important professional development principle to keep at the forefront in furthering teacher competency and effectiveness.

Thomas, M. Donald. "Variables of Educational Excellence." The Clearing House 54, 6 (February 1981):251-3, published by Heldref Publications, Washington, D.C. (ERIC No. EJ 241 709.)

Which comes first--effective professional practices that evoke a climate of community cooperation, support, and good will, or a supportive and positive community that prompts and induces high professional staff morale? Whether it is the former or the latter, or both as simultaneous and reciprocal events, the reader has here Superintendent Thomas' distillation of several key elements that seem to be present in effective schools. He highlights, among others, collegial conflict resolution,

continuous professional development, and the instructional day filled with important academic learning activities (and noticeably absent of large blocks of unstructured time).

I am not certain what path others would take, but as for me...it would be grand to teach in an environment relatively free from rancor, strife, and distraction! It would be refreshing and fulfilling to be affiliated with a school where professional growth was both advocated and supported, where parents and others in the community were united in their support for the staff and teachers, and where the focus in the classroom was on learning via worthwhile academic activities.

Tracey, D.B., and Tollefson, Nona. "A Multi-Dimensional Study of Effective Teachers." Paper presented at the annual meeting of the American Educational Research Association, April 1979, San Francisco, Calif. 46 pp. (ERIC Document Reproduction Service No. ED 191 359.)

Thirty outstanding, award-winning teachers were studied through videotapes of classes, self-reports, and student assessments on a behavioral rating scale. Almost 600 students rated these teachers. The findings once again are similar to those found in many other studies, but two items deserve special notice. These teachers were considered demanding in terms of out-of-class work expected from their students. In addition, they were perceived as particularly able to stimulate curiosity and promote high motivation for additional study. This last factor supports Waetjen's propositions on motivation, which are included in my commentary on Machlup's article, "Poor Learning from Good Teachers."

What Matters in Effective Teaching?

This selected, annotated bibliography was compiled from a plethora of literature in an attempt to isolate promising patterns of positive professional practices. The literature is replete with reports that an enthusiastic teacher is more stimulating and acceptable to more learners than a dour, sour, and disgruntled one. So why debate this issue?

Surely, a well-read, carefully organized, and personable educator is more capable of pursuing appropriate educational objectives than one who is narrowly prepared, who no longer reads in the discipline, and who is haphazard and unapproachable. Surely, a teacher who keeps a class on task, who keeps distractions to a minimum, who carefully evaluates student progress and prescribes appropriate remediation, and who encourages and stimulates students to reach beyond their achievements for subtler, more introspective understanding of the subject and themselves is far more valuable than a random, distracted, nonassessing, inquiry-squelching, and mindless "teacher." There should be little dispute on this assertion. Without much question, teachers who are clear in their explanations, directions, and expectations, who inspire confidence and creativity in students, who are more accepting and supportive rather than harshly critical or suppressive, who seek better ways to instruct by redesigning educational experiences on the basis of the best current scholarship rather than those who repeat and repeat that which is dated or out-of-date altogether--undeniably, the teachers who demonstrate and use positive professional practices are to be preferred, if not treasured, over those who perform otherwise.

The issue is not whether positive professional practices matter, but why they matter. If one defines matter as making a significant difference on some criterion measure, the debate arises of which criterion measure matters? For some, the measures that matter will be aptitude test scores, achievement test scores, class standing, honor rolls, national prizes, ad infinitum. For others, the measures that matter will be indices of curiosity, creativity, joy in achievement, desire for more knowledge, and love of learning. To which test(s) shall teachers teach? Which one or sets of several criterion measures do educators wish to use to determine effectiveness and therefore excellence?

The intellectual dimensions of learning presumably are more readily assessable and surely are evaluated more often, but this does not deny the centrality or, at least, the equally important affective dimensions. The things that matter are the mind and the spirit of the learner, the intellect and soul of the teacher, and the uplifting and insightful exchanges and experiences that students and teachers have as partners in the educational setting. To deny these coactive ingredients as indicators of excellence is folly.